AMERICAN ANNALS OF THE DEAF

FOUNDED 1847

Official Organ

Conference of Executives of American Schools for the Deaf

FOUNDED 1868

American Instructors of the Deaf

FOUNDED 1850

POWRIE VAUX DOCTOR, Ph.D.
Editor

D. ROBERT FRISINA, Ph.D.
Associate Editor

Under the Direction of the Executive Committee of the Conference

WILLIAM J. McCLURE	Indiana, 1963
Chairman	
GEORGE T. PRATT	Massachusetts, 1961
DANIEL T. CLOUD	New York 1961
C. E. MACDONALD	British Columbia, 1962
SAM B. CRAIG	Pennsylvania, 1962
HUGO F. SCHUNHOFF	California, 1963
BEN E. HOFFMEYER	North Carolina, 1963
LLOYD A. HARRISON	Missouri, 1963
MARSHALL S. HESTER	New Mexico, 1963
STANLEY D. ROTH	Kansas, 1963

NOVEMBER, 1960

Volume 105 **Number 5**

THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

President.....WILLARD J. MACKIBBEN, Indiana
Vice President.....HUGO F. SCHNEIDER, California School for the Deaf, Berkeley, Calif.
Secretary.....BEN R. HOFFMEYER, North Carolina
Treasurer.....LLOYD A. AMBROSEN, Missouri
Chairman, Committee on Certification.....HOWARD M. QUIGLEY, Minnesota
Secretary, Committee on Certification.....RICHARD G. BRILL, California

THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, originally the Conference of Superintendents and Principals of American Schools for the Deaf, was founded in 1868 and subsequently incorporated under the laws of the State of Maryland in 1958. The Conference is an organization of the executive heads of schools for the deaf in the United States and Canada, and has for its object "to promote the management and operation of schools for the deaf along the broadest and most effective lines and to further and promote the general welfare of the deaf."

AMERICAN INSTRUCTORS OF THE DEAF

President.....RICHARD G. BRILL, California
First Vice President.....ROY M. STRUNK, Colorado
Second Vice President.....EDWARD W. ALLINGHAST, Arizona
Secretary.....GENEVIEVE P. RYAN, New York
Treasurer.....THOMAS [illegible], New Mexico
Editor, PROCEEDINGS.....WILLARD J. MACKIBBEN, Indiana

Directors

EDWARD R. ABERNATHY, Ohio
LLOYD A. AMBROSEN, Maryland
BEN R. HOFFMEYER, North Carolina
ARCHIE P. LEARD, Saskatchewan

The AMERICAN INSTRUCTORS OF THE DEAF, founded in 1850 and incorporated by act of Congress in 1897, is an organization of educators of the deaf in the United States and Canada with the general object of "promotion of the education of the deaf on the broadest, most comprehensive and practical lines," and for that purpose "to secure the harmonious co-operation in the organization, of all persons actually engaged in educating the deaf in America."

VOLUME 105 NUMBER 5

AMERICAN ANNALS OF THE DEAF

FOUNDED 1847

OFFICIAL ORGAN

Conference of Executives of American Schools for the Deaf

FOUNDED 1868

American Instructors of the Deaf

FOUNDED 1850

POWRIE VAUX DOCTOR, Ph.D.
Editor

D. ROBERT FRISINA, Ph.D.
Associate Editor

Under the Direction of the Executive Committee of the Conference

WILLIAM J. McCLURE	Indiana, 1963
Chairman	
GEORGE T. PRATT	Massachusetts, 1961
DANIEL T. CLOUD	New York, 1961
C. E. MACDONALD	British Columbia, 1962
SAM B. CRAIG	Pennsylvania, 1962
HUGO F. SCHUNHOFF	California, 1963
BEN E. HOFFMEYER	North Carolina, 1963
LLOYD A. HARRISON	Missouri, 1963
MARHALL S. HESTER	New Mexico 1963
STANLEY D. ROTH	Kansas, 1963

NOVEMBER, 1960

The American Annals of the Deaf

The AMERICAN ANNALS OF THE DEAF was founded in 1847 at the American School for the Deaf in Hartford, Connecticut, by the members of the faculty of that school, which is the first free public school for the deaf in America. Although the journal received the approval of the administrative school authorities, the periodical was first entirely sponsored by the members of the faculty. After two years the ANNALS was discontinued for some months but was revived by the members of the American Instructors of the Deaf in their first meeting in New York, N. Y., in 1850.

In June, 1861, the publication ceased because of the War Between the States, inasmuch as the membership was made up of northerners and southerners in almost equal proportion. In September, 1868, the AMERICAN ANNALS OF THE DEAF resumed publication with the editorial office on Kendall Green, in Washington D. C., where it has since remained.

The AMERICAN ANNALS OF THE DEAF is the official organ of the Conference of Executives of American Schools for the Deaf, which was organized in 1868, and of the American Instructors of the Deaf, founded in 1850. According to the Library of Congress it is the oldest educational publication in the United States still in existence. It is also the oldest journal on the education of the deaf in the world.

The ANNALS is published five times a year, being issued in September, November, January, March, and May. The subscription price is $5.00 a year, payable in advance. If five or more copies of the ANNALS are sent to one address, the subscription price is $3.50 a year. Single numbers sell for one dollar, except for the January number which sells for $3.00. Back issues are available for 1847, 1848, 1849, 1857, and from September, 1868, to the present. Indexes for 1847–1875, 1876–1885, 1886–1895, 1896–1905, are available at $4.00 each. Indexes for 1906–1915, 1916–1925, 1926–1935, 1936–1945, 1946–1955, were issued as regular numbers of the ANNALS and may be purchased for $3.00 each. From 1956 indexes are included in the regular November numbers at single copy price. All requests for subscriptions or for back numbers should be addressed to Editor, AMERICAN ANNALS OF THE DEAF, Gallaudet College, Washington 2, D. C.

Library of Congress Catalog Card Number, 15-14404

Printed by Intelligencer Printing Co., Lancaster, Pa. Editorial office: Gallaudet College, Washington 2, D. C. Entered as second class matter at the Post Office at Lancaster, Pa., November, 25, 1953. Acceptance for mailing at the special rate of postage provided for in the act of February 28, 1925, authorized June 25, 1932. Subscriptions made payable to the AMERICAN ANNALS OF THE DEAF may be sent to the Editor, Gallaudet College, Washington 2, D. C.

THE AMERICAN ANNALS OF THE DEAF is published bi-monthly during the school year, appearing in the months of January, March, May, September, and November. The subscription is $5.00 a year, payable in advance; January number, three dollars a copy: other single numbers, one dollar each. The subscription for foreign countries is $5.20 a year.

CONTENTS

	Page
Announcements	v
The Art Work of Deaf Children, *Marie T. Lampard,* M.A.	419
Graduate Teacher Training for Deaf Students, *Frances I. Phillips,* M.A.	424
Meeting the Problem of Literalness in Deaf Students, *Edward L. Scouten,* M.A.	425
A Beginning Experimental Program in the Use of the Telephone for Deaf and Hard of Hearing Children, *Glenn T. Lloyd,* M.A.	427
A Century of Education of the Deaf in Australia, *Jean Walter,* B.Ec., M.Ed., L.A.A.T.D.	430
Parents Can Help Deaf Children to Acquire Ability in Speechreading, *Marjorie E Magner,* M.A.	431
The Simultaneous Method, *Mervin D. Garretson,* M.A.	434
Language for Young Deaf Children, *Margaret S. Kent,* M.A.	435
You, Your Child, and the Language Arts, *Eleanor R. Vorce,* M.A.	437
Use of Pictures in Teaching the Young Deaf Child at Home, *John A. Gough,* M.A.	442
Changes in Administration: Doin Hicks, Harold Rattai, Fusao Uchiyama, Eloise Kennedy, Norman Tully, Mildred A. Groht	446
Miscellaneous: A Project to Facilitate the Teaching of Arithmetic to Deaf Children	447
Annual Index for 1960, Authors, Subjects, and Titles of Articles	448

AMERICAN ANNALS OF THE DEAF

Vol. 105 November, 1960 No. 5

ANNOUNCEMENTS

The American Speech and Hearing Association will meet in Los Angeles, Calif., from Nov. 1 to 5. The headquarters will be at the Statler Hilton Hotel.

The Eastern Regional meeting of the Council for Exceptional Children will meet in Baltimore, Md., Nov. 9 to the 12th. Several sections on the education of the deaf will be held. Headquarters will be at the Southern Hotel.

The West Central Regional meeting of the Council for Exceptional Children will be held in Oklahoma City from Nov. 16 to the 19th. Several sections on the education of the deaf will be held.

The Council for Exceptional Children will hold its annual meeting in Detroit, Michigan, from April 4th to the 8th. The headquarters will be held at the Statler-Hilton Hotel.

Official Call for the Meeting of the Convention

The 40th regular meeting of the American Instructors of the Deaf will be held at the Oregon School for the Deaf, Salem, Oregon, June 25 to the 30th.

Richard G. Brill, *President*
Genevieve M. Ryan, *Secretary*

Official Call for the Meeting of the Conference

The thirty-third regular meeting of the Conference of Executives of American Schools for the Deaf will be held at the Oregon School for the Deaf during the meeting of the American Instructors of the Deaf from June 25 to the 30th, for the purpose of conducting the necessary business, including reports of the officers and chairmen of standing committees, and the election of executive committee members, and such other business as may properly come before the meeting.

William J. McClure, *President*
Ben E. Hoffmeyer, *Secretary*

The Art Work of Deaf Children *

MARIE T. LAMPARD, M.A., Madison, Wisconsin

One of the parents of a deaf child described her daughter in a published article as a child for whom doors don't slam and dogs don't bark. Our study was an effort to explore those silent worlds of slamless doors and barkless dogs.

Dr. Miriam Fiedler, who was the clinical psychologist at the Clarke School for the Deaf in Northampton, collected the paintings of twenty deaf children for six years, starting with their entry into the school at four years old. She asked me, as an art teacher, to help her discover what the differences were, if any, between these paintings and those of hearing children. She was also interested in what pictures might tell about the inner world of deaf children and in finding clues to better methods for their education.

There do seem to be differences! To define and measure them is difficult. There are difficulties involved in the construction, the carrying out and the evaluation (that is the hardest with art products) of test situations where there are so many independent variables. Some children live at school, others at home. Some are in the country, some in the city; some have more and some less opportunities for art experiences, some better and some poorer art supplies. These are all important considerations which can not be dwelled upon here. This will be just a brief discussion of what the differences *appear to be* and a discussion of some possible implications.

First, what are *hearing* children doing when they are painting? At the beginning painting is kinesthetic rather than perceptual. It is a physical activity which just happens to record itself on paper. Later it becomes a means of grasping reality. This is a physical concept but is meant in terms of comprehending. Lauretta Bender, who was for many years chief psychiatrist in the children's department at Bellevue Hospital, refers to children's art as an effort to control the environment. She also speaks of it as a function of "psychophysiologic organization", by which she means that there are motor patterns which are basic to the individual. These are reflected in his art work. The child is coordinating what he sees, what he knows to exist and his own natural motor patterns in making a picture.

This, of course, is not what he thinks he is doing. He thinks he is "making a mess", making a design, or painting about something. On another level he is painting to (a) express a mood or emotions, as an outlet; (b) for esthetic pleasure, because he enjoys shapes, forms, colors, the putting of art elements together in his own way; or, (c) to tell about something. Usually he is doing two or more of these at the same time. No matter what he is doing, or *thinks* he is doing, he is also learning, in the process, about himself, his environment and their relationship to each other.

The deaf child does not vary too far from this pattern. But the story telling, talking about something, type of painting is very scarce in this

* Paper presented at the convention of the National Committee on Art Education, 1959.

group of pictures by deaf children. What we find in its place is schematic rendering of familiar subjects and repeated use of familiar shapes. Out of a group of twenty children eleven had, at one time or other, developed a basic shape which they painted over and over again, over an extended period of time, adapting it to different subject matter, and even maintaining it through changes in their own skill and technique. Thus, what was the frame of a very simple house becomes swings on a playground, a bridge over a river, and, eventually, the roof of a much more sophisticated house.

We made a summary description, based on the descriptions of the paintings of each child in relation to shape, color, line, composition, technique and subject matter. I would like to include the part about technique and subject matter because these are the places where the differences occur.

Technique

There is the same variety of skill in handling the medium that one would expect to find in any group of twenty children. The group as a whole is somewhat behind an average group of hearing children of their own age. This is clearly a developmental difference. The skills are not less, they just appear later in the work of these children.

There is frequently considerable variety and discrepancy in the work of an individual child. A sophisticated rendering of a tree in all its branch structure and autumn foliage by a child of nine may be followed, a week later, by the same green blob on a brown stick that he painted at six.

The manner of work in most cases is very fast, impatient and careless. There seems to have been very little involvement and painstaking interest in this work though there does seem to have been pleasure in it. The pleasure was in the activity rather than in the result. There is little planning, organization or care, only the desire to play with the paint, to see something happen quickly, to finish and to get on to the next.

The work is not always careless. It is sometimes slow, painstaking and rigid; rigid on a vertical and horizontal axis, rigid in symmetry, rigid in neat and careful edges and in the application of paint to the motionless forms depicted. But the other extreme mentioned is more frequent and is often reached by the very same children whose work was so painstakingly neat on another occasion. This is not freedom in the sense of spontaneity but rather in the sense of being messy for the pleasure and release this might bring, or just from complete lack of concern with the quality of their work or the message they wish to communicate.

Subject Matter

It is in subject matter that this group of paintings deviates most from those of hearing children. There is so little of it. Many paintings are non-objective and those which are representational are mainly schematic. Many have a favored shape or form with which they become comfortable at an early age, which they adapt to a small variety of quite standard subject matter.

There is very little going on in these pictures. There are not many people or animals nor is there much action or interaction between those living forms which do exist. The pictures do not seem to have been painted with any idea of telling a story or indeed of making any comment on the world around them.

The deaf child whose most serious handicap is verbal language does not seem to think in terms of communication even when dealing with a

visual medium like paint—he does not think of painting as story telling or information giving.

This relation between language and art-as-a-language is one of the most important aspects of the problem. There is a need to devise a test instrument with which to study the informational content of the children's art work and this requires some unit of measurement in order to appraise the information content, i.e., a means of quantifying the information conveyed in children's paintings. This problem is similar to that studied by information theorists, engineers, and mathematical psychologists. The notion of using a linguistic measure as a means of quantifying information content of paintings is intriguing and the approach we hope to work out in the future.

Finally, what does all this indicate about the inner world of deaf children? What implications are there for their education? Our work to date has lead to the following tentative opinions, not all of which are necessarily subject to empirical testing, at least for the moment.

There is a feeling that the sense of well-being in the paintings of the deaf children has been arrived at through a shutting out rather than a working out of anxiety provoking images and ideas. The paintings, though cheerful and often aesthetic are so empty of subject matter, of imagery or narrative.

Most of a child's earliest experiences in life involve efforts on his part to gain control over his immediate environment. He uses all his senses to explore, to grasp, to cope with, the forces and objects which form his immediate world. For the deaf child the obstacles encountered in this process may be serious enough to impair his faith in his own ability to master the unknown. This would provide enough reason to discourage him from encounter with novelty. New experiences, new techniques, new concepts, all present danger if one has not the confidence that he will be able to handle them.

He takes refuge in painting simple formulas rather than risk the pitfalls of trying to reproduce his real world. There is security in symbols that the complexities of reality cannot afford. It is this fear of the new and safety in the familiar, combined with a life which in actuality is limited in experience, which helps enclose the world around him.

Where his fears of failure and anxieties about the unknown may have been a result of first unsuccessful attempts to control his environment, they become, in turn, a means of exercising another kind of control by limit and simplification. This then applies a brake to the drive for learning. Consequently many of these children's paintings show flashes of considerably more ability than they habitually exert in painting or elsewhere.

This process of narrowing the horizons of their world affects and is affected by the most serious problem of the deaf child; his difficulty with language. To be deaf and to learn language much later, more slowly, and with much more difficulty than the average child does is to be hampered not only in expression and articulation of experience but also to be limited in experience itself.

What we have to deal with then is the area of experience and the development of the habit of communicating it. The problem is to provide these children with more meaningful experiences and to give them a language with which to articulate them. Art could be not just an indicator of the problem, it could also be a significant factor in the cure.

It can be a valuable language, a willing aid to communication for any child. It should be even more so for the deaf one. But it does not happen that simply. It is not a natural phenomenon for the child, because he is deaf, to express himself in paint. But something like this can occur with training. Our observations at schools for the deaf indicate that there is a direct relation between the meaningfulness of art to the children and the emphasis and value placed on it in that school.

To use any language one must have familiarity and experience, and this is as true of art materials as it is of words. It takes frequent opportunities to practice with paints and brushes before any child can use them to say the things he wants them to say. And if he feels that there is much to be said and he is not sure he knows how and if he has not been too successful at communicating any other way and is not too sure of himself anyway, he may just decide that this is too difficult and abandon himself to the putting of paint on paper in the hope that this will at least satisfy the requirements of the teacher.

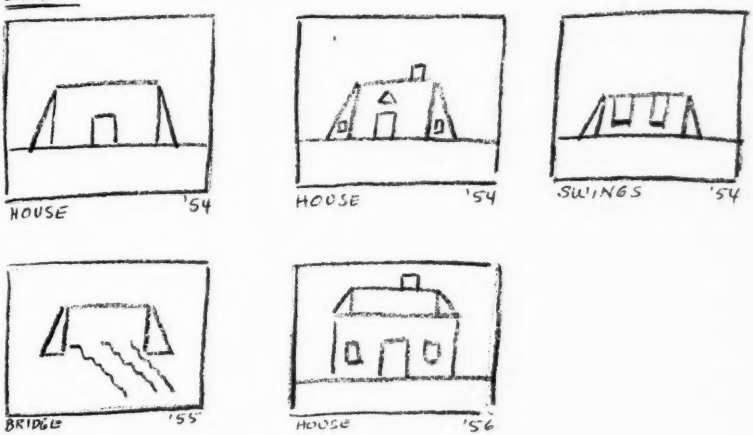
There is a kind of cycle involved here. If a child has a vocabulary with which to record and communicate experience, then it can become meaningful to him. Otherwise it must remain unformulated and undigested. In other words if a thing is note*able* or *can* be noted, it becomes note*worthy*. To this extent the child without language lives in a world of limited experience.

As the child becomes older and his own language and vocabulary compare more favorably with hearing children of his own age, his art work becomes less distinguishable from the work of hearing children. Conversely, if the child is trained by the use of art materials to develop the habit of communication, his desire for and skill with verbal material should also show progress.

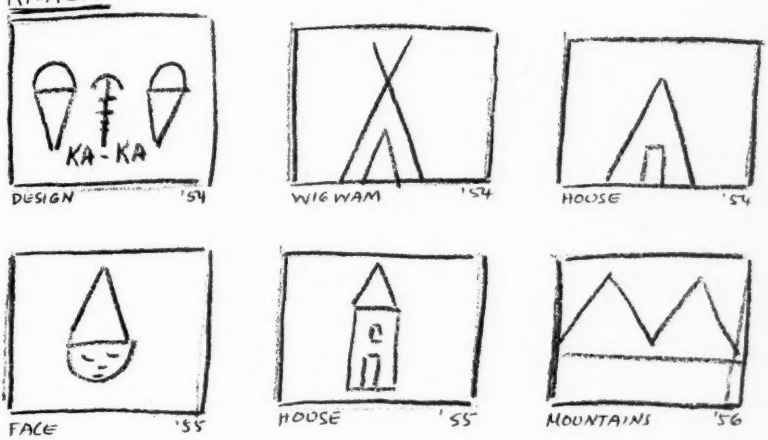
What we need to do, then, is to provide art materials as much, as often, and as freely as possible in the hope of helping these children to a new means of expression and enrichment of experience, thereby giving them something to communicate as well as the means of doing so. The deaf child, like the hearing one, wants to know the barking dog, and when he does he wants to tell his world about it.

Examples of adaptation of one shape to different subjects:

LINDA



KAREN



Graduate Teacher Training for Deaf Students

FRANCES I. PHILLIPS, M.A., *Chairman,* Department of Education
Gallaudet College, Washington, D. C.

Until this year deaf and hearing students at Gallaudet College received different training as teachers of the deaf. However, Gallaudet College is now inaugurating a program through which graduate teacher training will be required of deaf students as well as of hearing students who would meet the requirements for teachers certificates.

The deaf student's undergraduate course of study will emphasize the liberal arts areas, and will include certain background courses to prepare the students to enter the Graduate Department of Education. Each course elected as part of the student's plan in the junior and senior years in college will serve to strengthen his preparation for teaching in a special area. Course entrance requirements and standards of scholarship for the graduate school will be identical for deaf and hearing students. Undergraduate majors for students planning to become teachers include English, Economics, Mathematics, Chemistry, Physics, Biology, and History and Political Science. Thirty semester hours in one subject must be completed to permit the student to qualify in his major field. Where other majors are elected at least twelve hours representing advanced work in one of the listed areas must be submitted in addition to the required fifteen hours in Education courses. Both History and English courses will also be required on the undergraduate level, but these frequently coincide with courses otherwise required in the elected major field.

In the Graduate School the deaf and hearing student will be offered essentially the same courses, although substitutions will be made for the teaching of speech, the teaching of speechreading, and auditory training. The substitutions will be courses accepted as proper ones to complete certification requirements of the Conference of Executives of American Schools for the Deaf. Preparation will include full time supervised practice teaching equivalent in structure and opportunity to that provided for hearing students.

Fifteen members of the present Junior Class at Gallaudet College have started their undergraduate preparation to enter the Graduate Department of Education. Although no deaf teachers will be graduated in the spring of 1962, those completing their preparation in the spring of 1963 will have obtained the degree of Master of Education. For the first time deaf teachers will enter their chosen profession with preparation and status equal to that of hearing students graduating from hte Gallaudet College Teacher Training Program.

Meeting the Problem of Literalness in Deaf Students*†

EDWARD L. SCOUTEN, M.A., *Chairman,* Preparatory Department
Gallaudet College, Washington, D. C.

Probably the greatest single problem in vocabulary development for students in the Gallaudet College Preparatory Department is that of meaningful definition. Throughout their school days, beginning in the primary department of the school for the deaf, they have been instructed in the "single definition", e.g. a cup = . The picture element, of course, is soon supplemented by a single synonym or phrase. This "single definition" concept is then taught repeatedly throughout the individual's eleven or twelve years of schooling, so that for him a word means but one thing and one thing only. A rigidity or narrowness of thought is thus inadvertently established so that it permeates almost the entire thinking process. The student grasps one meaning, one facet, and is "frozen" to it. He sees no other. Consequently, when the young deaf person, so trained, is confronted with Sarah Teasdale's beautiful lines,

Children's faces looking up
Holding wonder like a cup

the idea gathered by the student is one of the utmost absurdity. The word *cup* according to definition is a "small open bowl-shaped vessel to hold liquids." The student's efforts to use his dictionary definition produces perhaps a mental picture of a group of "cup-faced" children or group of children all standing about holding on to a single cup of "wonder". In any event, the mental picture conjured up by the student is likely to be too ridiculous for his intelligence to accept. The tendency of thought then is toward literalness which, of course, precludes any and all efforts at successful abstraction.

The business of the College Preparatory Department is to combat literalness or "frozen mindedness" and to substitute for it a mental flexibility so that the deaf student's mental picture will assume reasonable proportions which he not only can accept but which he can interpret and express as well. This problem, however, must be met from two different angles, first, from that of figures of speech and, second, from that of vocabulary development. It is with this latter point that we are here concerned.

In discussing the subject of word definition with a class of beginning Preparatory students it is worthwhile to objectify for them by means of a diagram, the typical mental perspective of the average student among them with regard to word meanings. By seeing their problem and recognizing it, they will be in a better position to correct it.

First, call attention to the fact that from their early years words have been defined for them by "single definitions." Because of the continued

---

* Edward L. Scouten, *Instructor's Note Book in College Preparatory Composition* (unpublished), Gallaudet College, Washington, D. C.

† Reprinted from *Language Through Opportunity* by Edward L. Scouten. Printed at the Missouri School for the Deaf, Fulton, Missouri, Sept., 1960.

practive of this procedure, the ensuing result has been that the majority of student usually perceive all words in their most limited and basic meanings.

Objectify on the blackboard the limited primary perspective as follows:

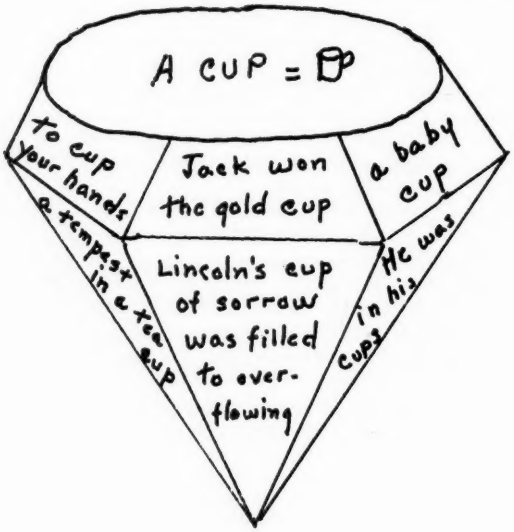
Single Definition

A CUP =

This "single definition" as illustrated above is but the "core meaning," the "basic meaning," or denotation from which grow many "extra meanings" or *connotations.*

The point of emphasis should be upon the fact that a word does not have just one meaning, two meanings, or even three meanings, but it has countless meanings. *A word actually has as many meanings as it has instances of use.* This fact may be illustrated by a further development of the blackboard diagram.

Return the attention of the class to the diagram which depicts the limited mental perspective offered by a "single definition." Call for a different meaning or usage of the word *cup.* As each new meaning or usage is presented, write it into a newly added facet of the prism.


A CUP =
to cup your hands
Jack won the gold cup
a baby cup
a tempest in a tea cup
Lincoln's cup of sorrow was filled to over-flowing
He was in his cups

A Beginning Experimental Program in the Use of the Telephone for Deaf and Hard of Hearing Children

GLENN T. LLOYD, M.A.
New Mexico School for the Deaf, Santa Fe, New Mexico

Although Alexander Graham Bell's invention, the telephone, resulted from his attempts to discover a means of assistance in oral communications for the deaf, I doubt that he thought the deaf person would be able to make use of it.

Notwithstanding, when the idea, along with special equipment, was presented to me, I took an immediate interest. This is a report of what we have done and are attempting or planning to do with the telephone at the New Mexico School for the Deaf.

At the suggestion of Marshall S. Hester, Superintendent of the New Mexico School, the Mountain States Telephone Company provided the school with a training unit equipped with external amplifiers. The unit consists of two standard dial-type telephones, a control unit, and an external amplifier for each of the telephones. The user can control the level of volume at his own instrument without affecting the other.

The control unit operator is able to introduce a dial tone, a busy signal and to ring one or both telephones. There is, in addition, a speaker built into the control unit which enables the operator to monitor all "calls".

In this beginning or developmental program children from three groups have been provided with the opportunity to learn the use of the telephone and to practice with it. They range in age from twelve to eighteen and in hearing losses from moderately hard of hearing to profoundly deaf. They also varied in proficiency of speech from barely intelligible to very nearly normal.

Since all of the children involved know what a telephone is, the first step was to give ear training. There were two purposes for this. The first was to determine whether or not the child could hear the telephone signals and the second to determine whether or not, hearing them, he could learn to discriminate between them. It was necessary, therefore, to set up a definite procedure for this determination and training. The following procedure was set up and followed.

Taking each signal separately, the nature of the sound to be introduced was described verbally and illustratively (by diagramming it on the blackboard). The child then listened and the signal was introduced. He was permitted to adjust the volume to a comfortable level.

Once established that the child was hearing the signal (through his own confirmation), it was then necessary to establish the accuracy of the fact. The signal, then, was introduced and removed in a random fashion much the same as might be done during a hearing test. The child responded by raising his hand when he was hearing the signal and lowering it when he could not. This seemed to result in a satisfactory check.

The next step was to attempt to develop discrimination between the signals. This was done by re-explaining to the child what he might hear.

The names for the signals were also given at this time along with the illustration on the board. They were, further, numbered:

1. Nothing ( ).
2. Dial tone (———————————————).
3. Busy signal (— — — — — — — —).
4. Ringing signal (------ ------ ------).

The signals were presented to the child's eye and ear. That is, a signal would be introduced to his ear and the operator would indicate which signal was being introduced by pointing to it on the board, giving it its number and name. Shortly, the child was ready to respond independently.

The operator then let the child respond on his own. When a child made a mistake, it was corrected simply by indicating the correct signal and relating the auditory to the visible. When a child began to appear confused or erratic, he was allowed to discontinue, temporarily, any further listening on the assumption that fatigue might be an inhibiting factor.

Following the children's accomplishment of the discriminating aspect, the signals were given meaning. This is an area in which we, as hearing people, may not be consciously aware of the different meanings. For instance, for the deaf or hard of hearing person, there are at least four possibilities when 'nothing' is heard on the telephone. These meanings, along with the meaning of a dial tone, busy signal and ringing signal were presented at this stage.

The next phase was to teach the child what he should do in any instance. This was done through controlled practice, using one telephone only. For instance, a child would take his place at the telephone and put the receiver to his ear. After a short interval he should be aware of one of two things. He hears either the dial tone or nothing. If he hears the dial tone he should start to dial his number. If he hears nothing there are three possibilities he must explore. His first step is to adjust the volume to a higher level. If this still results in nothing the telephone line may be busy or the telephone may be out of order. In either case, he should replace the receiver in its cradle, wait a few minutes and try again.

Once he has heard the dial tone and dialed the number, the child may expect to hear one of two things. Either he will hear the busy signal or the ringing signal. If he hears the busy signal he should replace the receiver in its cradle and try again a few moments later. If he hears the ringing signal he waits until he hears nothing, which means someone has answered, or he allows it to ring about ten times (or one minute) after which he must assume there is no one at the telephone to answer it and, therefore, replaces the receiver in its cradle.

With most of the children, this is the stage that has been reached. We do, however, plan further development in the use of the telephone. Areas to be included are: (1) locating a telephone number in the telephone book; (2) making a call (suitable to each child's ability); and (3) telephone etiquette.

Naturally, a deaf person would be unable, as a rule, to hold a two-way conversation via the telephone. It may be possible, however, to teach him to make a one-way call with a method of confirmation attached. This is one of the aims we hope to be able to achieve.

For the hard of hearing person, it seems desirable to establish certain habits in the use of the telephone. This especially in view of the bad habits so common, such as too long conversations and refusal to relinquish the line.

In the primary department of the New Mexico School for the Deaf, Mrs. Stella Brightman is developing procedures for the use of the telephone on that level as an aid in the stimulation of speech, ear training and checks on speech intelligibility.

As added experimentation, we have attempted to determine some children's tactile sensitivity to the telephone signals and also to experiment somewhat with sound localization.

In the case of tactile sensitivity, it has appeared that auditory sensitivity is more reliable or accurate. Some children have demonstrated an ability to discriminate between the signals tactilely. Others, who may have done quite well auditorily, could not report the least feeling. It is interesting to note, however unscientifically, that those who could respond to any degree tactilely were those who have had rhythm training while all of those who were unable to detect any feeling were children who had never had rhythm training.

Sound localization was limited to but three or four who are moderately hard of hearing. It was not done extensively, even with these, so there would be no point in reporting on this.

At this time, we would infer that training to use the telephone may prove advantageous, with some qualifications.

While going through the ear training procedures, when a child demonstrated adequate discriminatory ability and development, the operator adjusted the volume level to what seemed to be the normal level for telephones without amplification modification. The child was then taken through the ear training procedures with the volume at this fixed level. The results were, at this time, unsatisfactory. It may be possible, however, to develop sufficient sensitivity to enable the child to make use of a telephone without amplification. It is not possible to make a statement one way or another at this time.

Of sixteen children given the opportunity for this training, fifteen have been able to hear and discriminate adequately between the telephone signals. The one exception simply will not make the attempt. Therefore, in the area of ear training, we are able to report a 100% success thus far.

It, further, seems likely that all fifteen should be able to learn to use a telephone on one of several different levels ranging from two-way conversations to simple emergency calls.

A Century of Education of the Deaf in Australia

JEAN WALTER, B.Ec., M.Ed., L.A.A.T.D., *Deputy Principal*
New South Wales School for the Deaf, Darlington, N.S.W., Australia

The first school for the deaf in Australia was established in Sydney on 22nd October, 1860, and was followed on 12th November of that year by the foundation of a similar school in Melbourne. Other schools were commenced in Adelaide (1874), Brisbane (1892), Hobart (1894), and Perth (1899). Thus, the pattern was built up of one school for the deaf in the capital of each Australian State for the children of that State. Two Roman Catholic Schools were established and these catered to Roman Catholic children from all over Australia. These schools were at Waratah, N.S.W., for girls (1875), and at Castlehill, N.S.W., for boys (1922). All these schools commenced as privately run institutions relying largely on public donations for support but there has been a steady increase in State Government support over the years and all except the Roman Catholic Schools are now either completely under Government control or partly Government supported.

This principle of one school for each State operated until the second World War, but the post-war years have seen the growth of alternative schools and of small day school units and classes. Most of these have been commenced by the State Departments of Education but some have been privately run. A third Roman Catholic school is in operation, too. The expansion has been such that in the January 1960 "American Annals" there are listed 41 Schools and Classes for the deaf. Recent years have seen the establishment, also, of the Commonwealth Acoustic Laboratory, of two training centres for teachers of the deaf, and of several clinics for the deaf.

Parents Can Help Deaf Children to Acquire Ability in Speechreading *

MARJORIE E. MAGNER, M.A., *Supervising Teacher of the Lower School*
The Clarke School for the Deaf, Northampton, Massachusetts

Parents and educators of deaf children are familiar with the terms *speechreading* and *lipreading* which are used synonymously. These terms have been defined as the art of understanding the speech of others by watching their lips and other facial movements as they talk.

For deaf children and adults speechreading, as defined above, is an essential requirement toward the comprehension of speech, but can we afford to think only in terms of visual perception as a means of understanding oral language? Research and educational advancements have led us to a greater understanding of our children's residual capacities to hear and have provided us with new and improved hearing aids to help utilize that hearing. It has been proven that pupils who are totally unable to comprehend speech through hearing alone, either with or without hearing aids, show a decided increase in understanding speech when speechreading is augmented by auditory and other sensory clues. This fact is encouraging and proves that vision alone, or speechreading as previously defined, is not utilizing a deaf child's potential to the fullest extent. Dr. C. V. Hudgins, director of research at the Clarke School for the Deaf, and others, use the term *speech perception* to describe this polysensory approach. In this paper I shall refer to speechreading as meaning speech perception, that is, the utilization of all the senses in an effort to gain an understanding and use of oral language, rather than referring only to visual clues or speechreading in the strictest sense.

I shall discuss briefly two major questions regarding speechreading or speech perception that are frequently asked by parents and friends of deaf children.

1. When is the best time to help children begin speechreading?
2. What is the role of the family in helping a deaf child become skilled in speechreading?

Children should be helped to begin speechreading as soon as possible after deafness has been detected. The ideal and most normal time is before the child is two years of age or while his interest is mainly in "people and faces" rather than later when he turns to "things and places". At this early age a baby's wants are simple, he is completely dependent, and the contact necessary for physical and social survival lead to ideal conditions for speech perception. Although the best time to begin speechreading is while the child is very young, frequently children to not receive help until they are of preschool or school age because of late diagnosis or other reasons. These children can and often do become excellent speechreaders, but the longer a child waits to begin to acquire speechreading skills the more difficult it is for him to master the art.

* This article was one of several appearing in the 1960 Parent Information Packet being distributed by the Conference of Executives of American School for the Deaf through the *American Annals of the Deaf*.

The role of the family in helping a deaf child become skilled in speechreading is not limited to the child's infant or preschool years. It is a continuous and ever increasing responsibility throughout the child's life. I believe that parents are the best teachers and the home is the best classroom for beginning speechreading activities. Children with severe hearing impairments need to attend schools for the deaf where special help can be given them in language, speech, and all school subjects, but there is no environment more conducive to helping a young child gain a desire for understanding speech and acquiring speechreading skills than a home in which he is secure and relaxed with his family. Speechreading should not be treated as a classroom subject any more than is listening to speech a classroom subject for a child with normal hearing. It develops gradually and continuously with practice as the child grows socially and mentally.

In their book SPEECH AND THE DEAF CHILD, the Ewings noted three stages in the development of speechreading among most children. It is well to review these periods of growth as we consider the family responsibilities. The beginning stage is that of getting and utilizing the child's natural glances toward the face of the speaker. Parents must take advantage of each glance that they receive from their child by saying something about the object or activity that has the child's attention at the moment. Gradually as those glances bring the child satisfaction they will grow more frequent, more purposive, and of longer duration. The second stage is reached when deaf children begin to interpret language with the help of clues apropos to the situation. For example, when Mother and child go to the door she might stop for a moment, wait for the quick and probable fleeting glance of her child and say, "We'll go outdoors." Then glancing, or pointing not with her hands but with her eyes to the doorknob, she might say, "Open the door for Mother." As each situation arises it can serve as excellent speechreading practice. There is no limit to the source of material used and no secluded time for the "lesson". It must continue throughout the child's waking hours. The third stage is reached when the child can associate words with their meanings without additional guidance from the situation. Each stage in the development of speechreading is important in helping children to realize that speech has meaning and to feel the need for communication.

How parents talk with deaf children is of vital importance in helping them become skillful speechreaders. Take the time to talk with deaf children. Statements should be said naturally, clearly, and always when the speaker has the child's attention. One should use a pleasant voice quality and articulate carefully but without exaggeration. Think of speechreading as the combined use of hearing and sight and encourage the child to wear his hearing aid constantly. It is important to use simple language suitable to young hearing children of the same age group. Special care should be taken to use the same words and phrases repeatedly as similar situations arise. Keep in mind that it is language and not isolated words that we want to help children understand and use. Remember that sentences are easier to see, easier to hear, and are more meaningful to children than is the single word. Point with the eyes not with hands. The speaker should keep his head and hands still while talking so as not to distract the child's attention from his face. The speaker should have light on his face and should be at the child's eye-level whenever possible. A distance of two to four feet between the child and the face of the speaker is ideal for speechreading. At this distance

the child can see the entire facial expression and benefit from his hearing aid. Show animation and pleasure in talking with the child. Avoid the habit of repeating everything that is said to him. Expect him to understand the first time and encourage him to read other people's lips as well as your own. If necessary repeat once, then, if he does not understand, change the wording or use a situational clue. Remember that exaggeration or mouth movements, gestures, resorting to written form, and showing expression of disgust because he does not "catch on" do not help children learn to speechread. A final and equally important point is do not smother the child. Make him an independent and cooperative member of his family and community. Show his relatives and friends how to talk with him and encourage oral communication at all times.

In conclusion, speechreading is the art of perceiving oral language. It cannot be learned adequately as a classroom subject, but rather should begin in the home before the child is old enough to enter school and must be used continuously throughout his life. The fact that a large number of deaf students, who have become proficient in speechreading are making satisfactory social and academic adjustments in high schools and universities with hearing students, and are successful in the business and professional world with hearing adults, is most encouraging. No child can do the job alone. Communication is a two-way process. The child, his family, educators, audiologists, and otologists must work together in order to achieve the great possible success. By pooling all of our resources and working conscientiously we can help deaf children and adults become even more proficient in speechreading than has been accomplished in the past.—*The Colorado Index.*

The Simultaneous Method *

MERVIN D. GARRETSON, *M.A., Head Teacher*
Department for Deaf, Montana School for the Deaf and Blind

". . . Greater understanding with greater facility" is the credo of the simultaneous method as expressed by Dr. Leonard M. Elstad, president of Gallaudet College. Truly a wedding of all known methods of teaching the deaf, the simultaneous method is attracting the interest of educators both in America and in Europe as a dynamic and concentrated approach to the communication problems of the deaf.

It means simply the simultaneous use of speech, lipreading, hearing aids, fingerspelling and the language of signs in conversing with the deaf. Essentially a means of communication, this system presupposes a background on the part of the student with the oral, manual or auricular method, or any combination of these three. The college professor, teacher, parent or any user of the simultaneous method is not concerned with teaching the mechanics or fundamentals of oralism or manualism, but rather with getting ideas across fluently and meaningfully. This method is practicable either in or out of the classroom. It is presently being used widely on the upper elementary and high school levels where the instructional process is accelerated, and is the recognized method at Gallaudet College, whose students come from varied backgrounds and thus can each benefit individually from that portion of the simultaneous method which falls within his scope of understanding.

The person using the simultaneous method speaks, fingerspells and signs every word in logical and correct English word order. The deaf person usually watches the speaker's lips, and as he invariably meets words which are not readily grasped from the lips, his eyes scoop them up from the accompanying fingerspelling and signs. This means there is no artificial slowing down, no recourse to pad and pencil or blackboard, no need of constant repetition, and the likelihood of misunderstanding is greatly minimized if not entirely eliminated.

Such a method need not detract from the development of speech. Rather, it serves as an adjunct to such development, and deaf adults have frequently commented that it appears to build up their lipreading ability. Group or individual hearing aids may also be utilized within the framework of this method, so that the hard of hearing person gains increasing confidence as he goes along.

Inasmuch as *communication* has long been recognized as the primary obstacle in the educational, social and cultural development of the deaf, it seems reasonable to assume that the simultaneous method presents in its combination of all methods a foolproof system that achieves its end: A consistent, highly intelligible and expeditious means of communicating with the deaf.

—*The Rocky Mountain Leader,* February, 1960

---

* This article was one of several appearing in the 1960 Parent Information Packet being distributed by the Conference of Executives of American School for the Deaf through the *American Annals of the Deaf.*

Language for Young Deaf Children *

MARGARET S. KENT, M.A., *Head Teacher*
Maryland School for the Deaf, Frederick, Maryland

In a brief discussion of the language development of deaf children we need to see, first of all, how language fits into the general concept of communication. Language may be viewed as an all inclusive term to mean symbolization—that is, using words to stand for objects, places, feelings, and attitudes. This capacity for symbolization or the ability to use language to convey ideas is the exclusive function of human beings. In another sense language may be viewed as two-way communication; language which we receive through listening to what others say and reading what they have written may be thought of as receptive language, and the language conveyed through telling others what we think or through writing our thoughts on paper as expressive language.

Parents are justifiably concerned when their young child does not begin to "talk" on schedule. In the case of deafness, they are noticing the deprivation the deaf child suffers in the natural acquisition of language. To appreciate more fully the language deprivation the parents need only consider what the normal hearing child is doing with language during the first two years of life. Stated briefly, the young hearing child spends most of his first two years "taking in" or experiencing the receptive aspects of language before he is capable of using language effectively for self-expression. It is in this sense that parents can play a vital role in helping a deaf child "take in" language experiences to bridge the gap created by the hearing impairment.

Here are some ways in which parents may make contributions to the language development of a deaf child:

1. In the very early years parents should make a special effort to anticipate a deaf child's needs to help reduce the frustrations which inevitably occur.
2. Gestures which the child initiates should be accepted as a legitimate means of free and easy communication. The chief concern is getting an exchange of ideas for mental development.
3. Before the deaf child has learned to use language a picture dictionary † may prove helpful as a ready reference to show the child what is wanted and to prepare him for anticipated events.
4. A parent can help a preschool deaf child begin to associate the language symbol with the object as she "names" the clothing the child is putting on, or the toy he has in his hand. This should be done directly in the child's line of vision, spoken clearly, and always repeated in the social situation. All speech responses by the child at this early stage should be encouraged but never forced.

---

* This article was one of several appearing in the 1960 Parent Information Packet being distributed by the Conference of Executives of American School for the Deaf through the *American Annals of the Deaf.*

† MY FIRST DICTIONARY—The Beginner's Picture Word Book, by Laura Oftedal and Nina Jacob, published by Grosset and Dunlap, 1107 Broadway, New York 10, N. Y.

5. A parent can encourage a young child to use simple line drawings to communicate ideas and situations. Later the parent may help the child to associate words or "names" to some of the objects or concepts in the picture.
6. Parents can help the deaf child verbalize or translate into words meaningful experiences they share together. These experiences should be expressed in complete sentences beginning with the simplest form of a noun and an action word and gradually developing into more complex sentences. This can be started as soon as the child has learned some language. It should be a continuous activity and pursued as long as the child needs assistance in understanding and using language.
7. Parents can help a deaf child learn to read. They can sit down with the child and begin by naming familiar objects in an attractively illustrated story book. Later, they can talk over the story at the level of the child's language understanding. Eventually they can read and talk over the story together. Deaf children need a great deal of assistance from interested people to become independent readers.

Parents need to be continuously concerned with their child's growing ability to understand and use language. They can make a vital contribution to his language development. The skill with which the child learns to read and to express himself through writing will determine to a large degree the extent to which he will not only keep in firm contact with the world about him but make it possible for him realize more nearly his learning potential.

Parents may find additional information concerning language development of deaf children in "Natural Language for Deaf Children" by Dr. Mildred A. Groht, published by the Volta Bureau in Washington, D. C., 1958. Another book which will help parents understand their deaf child is "Your Deaf Child: A Guide for Parents" by Dr. Helmer R. Myklebust, published by Charles C. Thomas in Springfield, Ill., 1950.

—*The Maryland Bulletin*

You, Your Child, and the Language Arts *

ELEANOR R. VORCE, M.A., *Principal*
Lexington School for the Deaf, New York, N. Y.

The ability to understand and use language is probably without peer in its influence on learning and on living. The concepts and new ideas and feelings that words bring to us help us interpret and enrich the daily situations in which we find ourselves.

According to Mario Pei, "The real purpose of language is to carry meaning—to transfer thought from one human brain to another. If language does not do this it isn't language—it is just sound or light or meaningless gestures." Thought may be transferred by speaking or writing words, or by understanding the words written by others. Thus language (or the Language Arts †) has many facets, all of which are interwoven and inter-dependent and which may be summed up in a single word "communication."

For those of us who have always heard communication seems a natural process which we learned without conscious effort—either ours or our parents' and teachers'. We learned to understand the words of others and then began to talk simply because our ears were open and we were surrounded by the sound of words which we gradually came to understand and which eventually helped us to interpret even remote and abstract situations and feelings. Still later we learned that these same words could be printed and an even wider and richer world opened to us through reading. Words created mental pictures for us; they helped us know how other people felt; they told us something we wanted to know. The more we understood the richer our lives became. And so it continues.

This same situation exists for your deaf child. While it is true that a severe hearing loss greatly restricts communication in all of its forms (including reading), it is also true that your deaf child can and will learn to understand and use words. He will not acquire language as quickly or as casually as a normally hearing child and he will need much help from you from the very beginning. Though his understanding and use of language at any given point should not be expected to equal that of his hearing brothers, it will enrich and add new dimensions to his life. How much language he learns and his degree of interest in using it will depend to a great measure upon the extent to which language is a vital element in his daily living.

The process by which language is learned is the same for all children—hearing or deaf. Both groups learn in the following general sequence:

1. Awareness (that words—language—have meaning and convey thought and feeling)

---

* This article was one of several appearing in the 1960 Parent Information Packet being distributed by the Conference of Executives of American School for the Deaf through the *American Annals of the Deaf*.

† For the purposes of this paper the term "language" is to be interpreted broadly to mean any or all of the language arts.

2. Understanding (of the words that are used frequently in the child's environment)
3. Usage (through imitating the words he sees and hears)
4. Wide growth (of both understanding and using words)
5. Recognition of printed symbols (for the same language understood and expressed as above—reading)

Though the sequence is the same, our responsibility in assisting in the learning of language for the deaf child is very different. As has been pointed out, the normally hearing child acquires language with little or no awareness of what is happening and with a minimum of conscious assistance from the adults about him. This is not the case with the deaf child. The degree to which he will use language as a vital and natural accompaniment to his activities will depend largely upon the degree to which important adults in his life have made him conscious of language in all of his life's situations. And this from very early in his life, for from the beginning we are not only helping him understand and/or use specific words and phrases, we are also building a feeling for words in general and establishing a huge reservoir of specific meanings and understandings which he will use when he begins to read. Each general step is preceded by a period of readiness—the child does not understand words until he is aware that they exist; he does not use them until he first understands their meaning; he does not extract meaning from print until he has had much experience in understanding these words as they are used over and over in daily life situations.

How, then, are we to help the deaf child in his stuggle to acquire language as outlined above? You fathers and mothers can do much with a little conscious effort, to enrich this daily language environment, to nourish the language growth of your child, both in his nursery years and in the years after he has entered school. Yours is the golden opportunity to use language in helping your child to think and to do, to create an atmosphere in which language is a pleasant, natural and necessary accompaniment to all your child's activities (e.g. eating, playing, sleeping, dressing, undressing, bathing, crying). The extent to which language is natural and necessary in all of these activities will be a great motivating factor in your child's learning and using language.

Use every opportunity to make him aware of language. While he is looking at you talk about something that interests him; let him see you talking to other people; make him aware that something happens (some action or reaction takes place) when people talk, that language has meaning and is functional. Be sure that he sees you talk, for his impaired auditory patterns must be supplemented by those which he can see. Talk, talk, talk to him and to everyone around him until he is aware of the existence of language.

From this first awareness of what he sees on the face of father and mother (and others close to him) as having some meaning, though the specific meaning is still obscure to him, he will start to make associations that will gradually grow to become specific understanding of words that give ideas about the people and the situations in which they are used. It is important that this be the language of everyday living used naturally and in simple sentences or phrases, for this is his only world and all he can understand in the beginning. Key words should be repeated (in context) time after time in situation after situation that is interesting to

your child, for only after countless repetitions will he begin to understand this meaning of that word or that group of words. The way in which we use words with our child is of utmost importance, for if he becomes accustomed to seeing words again and again as a natural and habitual part of his everyday life, he, too, will learn to think in terms of words. A rich language background that nourishes your child's mind and increases his awareness and perception of the world about him is the foundation of his thinking, speaking, reading and writing. Adjectives, adverbs, verbs (in their correct tenses), connectives, etc. as well as names of objects and people must be used in situations which involve and interest your child. For example, the following is typical of the kind of language that should be seen by your child whenever there is appropriate occasion to use it: It's too ——— (cold, hot, late, fast, etc.) to ——— (play outside, wear a coat, read another story, etc.); Where's ———? What's that? It's time to ———; Thank you; Please; That's very funny; a little bit—a whole lot; quiet—noisy; like—don't like; hard—easy; etc. Use of this kind of language, even before your child begins to understand or use it, should become an essential facet of the daily life situations you and your child enjoy in living together. Your attitudes and enjoyment, together with the usefulness of the language involved, will be the key to the extent of its meaning and use for your child.

This language which your child gradually understands, at first very slowly, and then more rapidly, is also your child's preparation for reading. The extent to which he will get thought and feeling from the printed word depends to a great degree upon the meaning other forms of language have for him. As has been mentioned, your attitude toward these activities will influence your child's attitude and his use of language. If you enjoy "talking" to your child and are conscious of the countless opportunities to associate words with activity and situation, the chances are that your child will grow up with a rich background of language for communication. Similarly, your enjoyment and use of books and other printed materials will influence his attitude toward reading. Your own love of books may be a major influence in his life, for they too will become part of what he accepts as his everyday life.

Long before your child can read make him conscious of the use of the printed word; let him see you read labels on cans of food when you shop at the super-market; let him see you read street and/or bus signs for directions; make him aware of the names of buildings and stores, of advertisements in papers and on TV; use the telephone directory while he is watching so that he can see that it contains something of use to you; read and write letters in his presence. All of this will create awareness that print has meaning, that it stimulates action or feeling of some kind. Later, when he has a greater understanding of words, you might tell him what you are reading; the name of the vegetable on the can; the name of the street or the bus or the store; the name of the person whom you are going to call on the telephone; something about the letter you are reading or writing. (For example, a picture of grandmother might help your child understand who wrote the letter, or better yet, grandmother's cooperation might be enlisted to send pictures or to write something simple and concrete that you could interpret through words, actions and/or pictures. Later you might answer grandmother's letter and include something he can understand. You both might include pictures and sketches that can be used to explain the words which he does not yet understand.

Still later, after your child has begun to read and write, let him answer his own letter (with your help). Let him send birthday cards and invitations.)

Take time to "read" and make books with even your very young deaf child. Do not wait until he can understand all the words you say. At first the "story" will be told largely, if not entirely, by pictures that he understands and that you will talk about. Even before he understands the words he gets some kind of "message" from the pictures. He learns to hold the book right side up, to turn pages from front to back and to "read" from left to right—all of this is preparation for reading. Later, when he does understand words he will find that they explain and tell about the pictures. He will gradually enjoy more complicated pictures, more of a story line, more language as an integral part of the story. Eventually he may be able to read simple stories to you. In addition to the many fine commercially made picture and story books that are available in almost every store, it is interesting to make little books with your child in almost scrap book fashion. Use snapshots, stick figures, pictures cut from magazines, etc., all of which have meaning for him and which he will enjoy talking about. Pictures of everyday routines and events such as eating, sleeping, playing with toys, family members, make interesting books and will give opportunity for pleasant repetition of much needed language. Snapshots or pictures (best in sequences) of such special events as a visit to a relative or friend; a trip to the zoo or park; a ride on a boat or a bus; an interesting parade; a trip to the pet shop; a birthday party, etc., make interesting books and valuable "language learning" material, even for the very young child. Pictures and/or books that give opportunity to draw conclusions and see relationships, that can be arranged in sequential order, that show cause and effect are especially helpful. Later your child may tell you what he wants written below each picture and it will delight him to see his ideas in print. Still later he will enjoy drawing the pictures and writing the words by himself. Equally important as the actual language learned or reinforced is the fun you have had in sharing a book together.

We have seen that you parents can and do have inestimable influence on both the quantity and the quality of your child's early ability to communicate. This influence does not terminate once your child enters school; it continues to be of major importance throughout his life. Armed with an understanding of many of the difficulties your child will continue to face as he is confronted with new and more abstract language, you can do much to supplement the work of the school, to continue to make use of the old and to make the new important and interesting. Understanding and enlarging the language of understanding in any of its forms will ultimately increase your child's ability to read.

It would be impossible to enumerate all the possibilities for nourishing language and for pushing ahead to new concepts and expressions. These opportunities are ever present if we can but learn to recognize and use them. Mention of a few simple parent-child activities may call to mind other opportunities that can be handled at home: Language games (Lotto, Anagrams, "Guess What I Have," Twenty Questions, Animal, Vegetable, or Mineral, "I Spy," crossword puzzles, counting games, action rhymes, riddles, "Hangman"); family discussions and conversations (discuss topics of general interest at the dinner table); learn and use appropriate polite phrases, names of foods, etc., at meal time; point out and

discuss points of interest on trips, even short trips in the neighborhood; explain the action of the television or movie screen; interpret situations involving language which interest your child but which he cannot understand (e.g. rapid conversations involving several people) : explain new words; help your child to learn polite phrases and comebacks to use when visiting, meeting friends, shopping, ordering a meal at a restaurant, etc.; use and explain abstract words, idiomatic expressions, words with multiple meanings, etc. in their appropriate situations; provide a variety of experiences commonplace as well as special, and the language which goes with them, so that your child's concepts will be rich and varied; read together; explain the comic strips; read story books, biographies; use reference materials, pamphlets, newspapers, magazines to supplement your child's information and interests; keep a bulletin board of interesting information; read recipes and directions. Write letters of condolence, congratulation, invitation, notes giving directions, thank you notes, etc., etc. These and many other everyday opportunities will continue to enhance your child's ability to use and understand language.

In reinforcing and broadening your child's interest in language, yours will be the joy and satisfaction of knowing that you have made a major contribution to the resourcefulness and fullness of his life through helping him to think and to communicate all along the way.

—*The Hoosier,* Indiana School for the Deaf

Use of Pictures in Teaching the Young Deaf Child at Home *

JOHN A. GOUGH, M.A., *Education Research and Program Specialist*
Captioned Film Program for the Deaf, Office of Education,
Department of Health, Education, and Welfare, Washington, D. C.

Practically every educator of the deaf recognizes the importance of pictures as a teaching device. Most primary classes are stacked with mounted pictures. Surprisingly, little appears in print as to just how they should be used. If pictures are of such great use to teachers, it is logical to assume that parents who wish to teach the child at home may find many similar uses. A natural question is, "How?". Before taking up the "how," "what" and "when" however, some thought should be given to the limitations of teaching by pictures.

It is necessary to recognize, first of all, that a picture is only a representation and not a real thing. This has its advantages. When the child learns to relate pictures to real situations, he is making a first step toward the latter and more important substitution of words for real things. But we need beware not to assume that understanding grows directly out of pictures.

True understanding is rooted in experience. It comes from actual contact with real objects, real people, and actual situations. Ignoring this fact, a teacher who taught about cows by using pictures was surprised to learn that one child imagined a cow to be about the size of a dog while another thought it was like a mouse. Teaching, then, should not begin with pictures but with real experience. Pictures may be introduced only after we are sure that the child has experienced the real situation or knows the actual person or thing which is pictured.

Keeping this important point in mind, we can use pictures to teach vocabulary and connected language. Pictures provide a convenient way of putting words, experiences and events into deep freeze so that they can be brought out and used over and over again as needed until the concepts become clearly fixed in the child's mind. Pictures can be used to stimulate the child's growth to the point where he can work with printed words. They are also useful as a measure of his development toward that point.

What kind of pictures should be selected for use with the young child? First of all, they should be simple. Fairly large pictures with a minimum of detail are usually best. Children grasp them more easily. Psychologists have shown that children do not see many of the details which are noted by the mature person. Because of a lack of experience, many of the details are meaningless. A single impact picture is best. The subject, as already suggested, should be within the range of the child's experience and should have natural appeal. Pictures of baby animals, toys, friends and family members are especially suitable. A recent report by Alice

* This article was one of several appearing in the 1960 Parent Information Packet being distributed by the Conference of Executives of American School for the Deaf through the *American Annals of the Deaf*.

Kent of the East Cleveland, Ohio Schools indicates that filmstrips can be used effectively with pre-school deaf children.

It is assumed that among the first steps in home teaching will be the mother talking to the child to arouse an awareness of language and the relation between spoken words and things. After some experience of this kind the child may be ready for pictures. How to begin. One way is to try showing a simple picture book. See if the child will pay attention to the pictures as the pages are turned. Perhaps he will try to help turn the pages. If he will look and pay attention for a short time, tell him a story. To do this, hold the open book near your face and tell the story as you turn the pages. One sentence per page should be enough. Such a story might run like this:

This is a little rabbit.
His name is Peter.
Peter has pink eyes.
Peter went hop, hop, hop.
He ate some lettuce.
Peter was very fat.
He lay down and went to sleep.

Now of course a little deaf child is not going to understand all of this story. Indeed he may not understand any of it at first. But he will make some associations, especially if you repeat it again and again in exactly the same language. Children love such repetition.

Between the times when you tell the story, plan vocabulary lessons that will help build understanding. Put individual pictures on cards. From the preceeding story you might use the words *pink, eyes, hop, hop, hop, ate,* etc. Teach the words—for example the word "eyes". Show the picture and teach the child to point to his own eyes. Say the word, having him look at you, and then blink your eyes. Point to the bunny's eyes in the picture and repeat the word. Use it in as many ways as you can think of to give practice in seeing the word and associating it in different ways. Develop other vocabulary in a similar manner.

As early as possible, help the child to act out the story and its vocabulary. Children love to mimic and to identify themselves with the characters as soon as they understand. Show the child how Peter went hop, hop, hop, then have him do it. Similarly, play the words *eat, sleep fat,* etc.

Personal experience stories can be developed in pictures by use of snapshots. These should be pasted into a scrapbook or notebook. Subjects might be the child's own experiences, or those of family, friends or pets. If you cannot get actual poses that will tell the story, take a fairly close-up picture of the individual in the story. Have a number of prints made and snip out the heads. Then draw stick figures to illustrate the story and paste on the heads from your snapshots. Ten cent store books and mail order catalogs that can be cut up will add useful pictures that can be used in such a homemade book. Some parents develop literally dozens of these books of increasing difficulty over a period of years.

Of course speech, speechreading and auditory training should go along with the pictured word and story exercises. If the child has some hearing, say the word in his ear as he points to the picture. If he cannot discriminate enough to point, guide his hand. For the child who hears nothing, feeling the word as it is spoken provides a form of association. Since, with the young deaf child we usually have no exact measure of his

hearing, it is good practice to use all possible means of reaching him. Show the picture and let the child see, feel and hear the word or sentence. Leave no stone unturned.

A word of warning to parents may be in order at this point. Do not be too serious about all this. Your child's primary need is love and a sense of security. Consequently, any teaching that you attempt should be kept relatively free of strain. Do not drive yourself or your child. Parents who work under extreme pressure may sometimes get good language and vocabulary results, but they run the risk of bad personal outcomes. These may mean headaches and heartaches later on. This is not to suggest that parents avoid hard work and hard thinking about these problems. But if honest efforts result only in frustration, tears, and despair, better take another look. In other words, try to keep your teaching in a happy, relaxed mood. If you fall far short of this, perhaps it would be better just to stick to being a good parent and leave the formal teaching to professionals.

Now for the pictures once again. When do we begin to label pictures with words? There is no harm in doing it from the first. But with children of three or four, little if any attention should be given to print. Pictures can be used to prepare the child for printed words, however. A common procedure is to mount pictures in identical pairs on separate cards and let the child match them. For this exercise, silhouettes are best. As subjects, use outlines of animals, toys, and familiar objects. They can be made from black construction paper. Pairs of identical objects, and color cards can also be used to give variety to these matching games.

Commands given by pictures are often used. In the schoolroom the commands *run, walk, sit down, hop, fall down, skip,* etc., are familiar. The actions are shown on flash cards by means of stick figures. Photos of the children in action may be used. At home, pictures to suggest daily activities that really need to be carried out are preferable. *Go out to play, Take your nap, Wash your hands,* etc., are commands that can easily be given by pictures. They should be relied on less and less as the child grows in speechreading ability.

When the child is able to perform simple activities from spoken and pictured commands, he is probably ready to start taking them from word cards. Having reached the point where printed words can be associated with actions, the child is now ready for the more formal work of matching words and pictures. This is normally the accomplishment of a six-year-old. Some children may do it earlier, others later. A study of the child's reactions should indicate whether the light is read, amber or green for proceeding with this sort of activity.

In summary: use pictures for teaching as an adjunct to experience but not as a substitute for real experience. Choose pictures that are close to the child's daily life, that are large, and that have few details. Do not concentrate on teaching single words by picture association, but include sentences and simple stories as well. The stories may be from simple books or from the child's own experiences. Strive for activity on the part of the child. Get him to see, feel, hear, and act the words and sentences in order to extend his comprehension as far as possible. Do not force the issue on printed words. Use pictures to see if the child is mature enough to begin some study of print. Finally, keep the whole

teaching program light and pleasant. Tense, strained relations between parent and child can develop out of a situation where either is trying too hard. Be a parent first and as much more as personal limitations and home circumstances will permit. The most important picture of all is a picture of contentment which the home should present. Parents should be sure that they are doing their best to produce that picture.

—Pamphlet, The American School for the Deaf, West Hartford, Conn.

CHANGES IN ADMINISTRATION

ARKANSAS

Doin Hicks, a member of the staff of the Missouri School for the Deaf for the past six years, has been appointed Principal of the Arkansas School for the Deaf at Little Rock. Mr. Hicks received his A.B. degree from Arkansas College, Batesville, and his M.S. in Education from the University of Arkansas. He has also done graduate work in Special Education at the Arkansas State Teachers College in Conway.

CANADA

Harold Ratai has been appointed Principal of the School for the Deaf at Edmonton, Alberta. Mr. Ratai was trained at Gallaudet College and has taught at the School for the Deaf in Riverside, Calif.

HAWAII

Mr. Fusao Uchiyama has been appointed Principal of the Diamond Head School for the Deaf in Honolulu, Hawaii, taking the place of Chetwynd H. McAlister, who died July 27, while visiting relatives in Idaho. Miss Lucy M. Moore, who had been serving as Acting Vice Principal since February 1st, was appointed Vice Principal.

NEW MEXICO

Miss Eloise Kennedy has been appointed Supervising Teacher of the primary department of The New Mexico School for the Deaf, Santa Fe, New Mexico. Miss Kennedy was formerly on the staff of the Illinois School in Jacksonville.

Norman Tully, formerly with the California School for the Deaf, Riverside, has been appointed Assistant Principal at the New Mexico School.

VERMONT

Dr. Mildred A. Groht has been appointed Supervising Teacher of the academic department of the Austine School for the Deaf in Brattleboro, Vermont. Dr. Groht was formerly on the staff of the Lexington School in New York City.

MISCELLANEOUS

A Project to Facilitate the Teaching of Arithmetic to Deaf Children

Los Angeles State College has undertaken a Project to develop visual aids intended to facilitate the teaching and learning of arithmetic of deaf children. The approach followed by the Project is to isolate difficult-to-teach (to deaf children) concepts in arithmetic, develop instructional procedures for the concepts and devise visual aids which will facilitate teaching and learning of the concepts. While the Project has a developmental staff, it is also planned to solicit knowledge of especially effective aids from teachers of the deaf throughout the country. The Project's first year will be devoted to developmental work in the number system and measurement at primary grade level. The Project is supported by the National Defense Education Act, Title III B through the Bureau of Special Education, State of California Department of Education. Francis E. Lord is Principal Investigator and Gordon Taaffe is Project Director.

AMERICAN ANNALS OF THE DEAF

Index to Volume 105
1960

Authors, Subjects, and Titles of Articles

Paging, Vol. 105: Jan. 1–219; Mar. 221–270; May 271–333; Sept. 335–418; Nov. 419–474

A

A Beginning Experimental Program in the Use of the Telephone for Deaf and Hard of Hearing Children, Lloyd, 427–429

ADMINISTRATION
—changes in, 394–395, 446
—Hugo F. Schunhoff, California School, 394
—Kenneth R. Mangan, Illinois School, 394
—Thomas J. Watson, University of Minnesota, 394–395
—Becker, Val, California, 394
—Brady, Jack W., West Virginia, 395
—George H. Thompson, Nebraska School, 395
—Doin Hicks, Arkansas School, 446
—Harold Ratai, Edmonton (Alberta) School, 446
—Fusao Uchiyama, Diamond Head School, 446
—Norman Tully, New Mexico School, 446
—Eloise Kennedy, New Mexico School, 446
—Dr. Mildred A. Groht, Vermont School, 446

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, INC.
—announcements, 1, 221
—John Hitz Memorial Library, 281–282

AMERICAN ANNALS OF THE DEAF
—annual index, Vol. 105, 448–451
—review of publications, 79–88
—tabular statement of schools, 115–167

AMERICAN INSTRUCTORS OF THE DEAF
—directory, 2–78

ANNOUNCEMENTS
—See various organizations

AUSTRALIA
—schools and classes, 166–167

Australia, A Century of Education of the Deaf in, Walter, 430

ARITHMETIC
—*A Project to Facilitate the Teaching of Arithmetic to Deaf Children,* 447

Art Work of Deaf Children, The, Lampard, 419–423

B

BECKER, VAL, 390

BOATNER, MAXINE TULL, honored, 392

BOWER, DOLORES
—*Comics—A Meaningful Teaching Experience in the Language Arts,* 230–231

BRADY, JACK W., 395

BROOKS, SHIRLEY
—*Communication Through Gestures,* 232–237

C

CANADA
—schools and classes, 161–164
—Cairine Mackay Wilson, 393

California School for the Deaf in Berkeley, Centennial of the, 225

CLASSES
—See schools

Clarke School for the Deaf, The Library Facilities for Research at the, Hudgins, 285–286

CLINICS
—in colleges and universities, 174–181
—in hospitals, 182–186
—privately operated, 188–189
—in schools for the deaf, 190–192
—in medical schools, 194–198
—state departments of education having a speech and hearing program, 168–169
—state departments of health having a Conservation of Hearing Program 170–171
—state societies of the National Society for Crippled Children and Adults, Inc., having a speech and hearing program, 172–173

Comics—A Meaningful Teaching Experience in the Language Arts, Bower, 230–231

Communication Through Gestures, Rowe, Brooks and Watson, 232–237

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF
—announcements, 1, 221

—Picture of the Members of the Conference of Executives of American Schools for the Deaf, Northwestern University, April, 1960. *Frontipiece*, Vol. 105. No. 4
—*Conference Meeting at Northwestern University*, 371
COUNCIL FOR EXCEPTIONAL CHILDREN, THE
—announcement, 1, 221

D

DAY SCHOOLS AND CLASSES—See schools
DENOMINATIONAL SCHOOLS—See schools
DIRECTORY—See also schools
—of American Instructors of the Deaf, 2–78
—of teacher training centers and centers granting college degrees or college hours of credit, 106–109
Doctors' Dissertations and Masters' Theses, Padden, 95–103
DOCTOR, POWRIE V.
—Director of Workshop on Research, 335–370

E

Edward Miner Gallaudet Memorial Library, Pendell, 296–311
EDUCATION OF THE DEAF
—*Doctors' Dissertations and Masters' Theses*, Padden, 95–103
ELSTAD, LEONARD M.
—*Research on Deafness and the Deaf at Gallaudet College*, 287–288

F

Founding of the Council on Education of the Deaf, 222–224

G

GALLAUDET COLLEGE
—*Research on Deafness and the Deaf*, Elstad, 287–288
—*Honorary Degrees*, 392–393
—*The Edward Miner Gallaudet Memorial Library*, Pendell, 296–311
—*Graduate Teacher Training for Deaf Students*, Phillips, 424
GARRETSON, MERVIN D.
—*The Simultaneous Method*, 434
Gestures, Communication Through, Rowe, Brooks and Watson, 232–237
GOUGH, JOHN A.
—*Use of Pictures in Teaching the Young Deaf Child at Home*, 442–445
Graduate Teacher Training for Deaf Students, Phillips, 424
GROHT, DR. MILDRED A., 446

H

HEALTH—See clinics
Helping Your Deaf Child to Master English Through Finger-Spelling, Scouten, 226–229
HESTER, MARSHALL S.
—announcements, 1, 221
—honorary degree, 392
—Conferring of Conference of Executive Awards, 388
HICKS, DOIN, 446
HIRSH, IRA J.
—*The Research Department of the Central Institute for the Deaf*, 275–276
HONORS AND AWARDS
—Elwood A. Stevenson, 389
—Helmer R. Myklebust, 390
—George M. McClure, 397
—Maxine Tull Boatner, 392
—Marshall S. Hester, 392
—Petra Fandrem Howard, 392, 393
—Clarence Daniel O'Connor, 393
—Cairine Mackay Wilson, 393
HOWARD, PETRA FANDREM, 392, 393
HUDGINS, C. V.
—*The Clarence W. Barron Department of Research at The Clarke School for the Deaf*, 283–284
—*The Library Facilities for Research at the Clarke School for the Deaf*, 285–286

I

INSTRUCTORS
—*Directory of American Instructors of the Deaf*, 2–78

J

John Hitz Memorial Library of the Alexander Graham Bell Association of the Deaf, 281–282

K

KENNEDY, ELOISE, 446
KENT, MARGARET S.
—*Language for Young Deaf Children*, 435–436
Kentucky School for the Deaf Passes Under the Control of the State Board of Education, The, McClure, 386–387

L

Lady Ewing Memorial, 238–239
LAMPARD, MARIE T.
—*The Art Work of Deaf Children*, 419–423
Language for Young Deaf Children, Kent, 435–436

Language Arts, You, Your Child, and the, Vorce, 437–441

LEVINE, EDNA SIMON
—*Psychiatric-Preventive and Sociogenetic Study of the Adjustive Capacities, Optimum Work Potentials and Total Family Problems of Literate Deaf Adolescents and Adults,* 272–274

LLOYD, GLENN T.
—*A Beginning Experimental Program in the Use of the Telephone for Deaf and Hard of Hearing Children,* 427–429

LOWELL, EDGAR L.
—*Research Facilities at the John Tracy Clinic,* 279–280

M

MAGNER, MARJORIE E.
—*Parents Can Help Deaf Children To Acquire Ability in Speechreading,* 431–433

MANGAN, KENNETH R., 394

MASTERS THESES—See *Education of the Deaf*

McCLURE, GEORGE MORRIS
—*The Kentucky School for the Deaf Passes Under the Control of the State Board of Education,* 386–387
—honored, 391

McCLURE, WILLIAM J.
—elected President of the Conference of Executives of American Schools for the Deaf, 371

Meeting the Problem of Literalness in Deaf Students, Scouten, 425–426

MYKLEBUST, HELMER R.
—*Research Facilities at Northwestern University,* 277–278
—*The Psychological Effects of Deafness,* 372–385
—honored, 390

N

National Index on Deafness, Speech, and Hearing, The, Quigley, 289–295

NECROLOGY, 104–105

O

O'CONNOR, CLARENCE DANIEL
—honored, 393

P

PADDEN, DONALD A.
—*Doctors' Dissertations and Masters' Theses,* 95–103

Parents Can Help Deaf Children to Acquire Ability in Speechreading, Magner, 431–433

PATTON, LIVINGSTON
—*Question Forms,* 240–248

PENDELL, LUCILLE H.
—*The Edward Miner Gallaudet Memorial Library,* 296–311

PHILLIPS, FRANCES I.
—*Graduate Teacher Training for Deaf Students,* 424

Pictures in Teaching the Young Deaf Child at Home, Use of, Gough, 442–445

Psychiatric-Preventive and Sociogenetic Study of the Adjustive Capacities, Optimum Work Potentials and Total Family Problems of Literate Deaf Adolescents and Adults, Levine, 272–274

Psychological Effects of Deafness, The, Myklebust, 372–385

PUBLIC SCHOOLS—See schools

PUBLICATIONS
—reviewed, Waters, 79–88

Question Forms, Patton, 240–248

Q

QUIGLEY, STEPHEN P.
—*The National Index on Deafness, Speech and Hearing,* 289–295
—*Workshop on Identification of Researchable Vocational Rehabilitation Problems of the Deaf,* 335–370

R

RATAI, HAROLD, 446

Researchable Vocational Rehabilitation Problems of the Deaf, Workshop on Identification of, Quigley, 335–370

Research Department of the Central Institute for the Deaf, Hirsh, 275–276

Research Facilities at the John Tracy Clinic, Lowell, 279–280

Research Facilities at Northwestern University, Myklebust, 277–278

Research at The Clarke School for the Deaf, The Clarence W. Barron Department of, Hudgins, 283–284

Research on Deafness and the Deaf at Gallaudet College, Elstad, 287–288

Review of Publications, Waters, 79–88

ROWE, FREDERICK B.
—*Communication Through Gestures,* 232–237

S

SCHOOLS
—tabular statement of American schools for the deaf, October 31, 1959, 115–159
—and classes, Canada, 161–164
—and classes, Australia and New Zealand, 166–167

—public residential, 115–133
—public day, and classes, 134–148
—denominational and private, 149–155
—and classes for multiple handicapped, 156–157
—summary, 158–159
SCHUNHOFF, HUGO F., 394
SCOUTEN, EDWARD L.
—*Helping Your Deaf Child to Master English Through Finger-Spelling*, 226–229
—*Meeting the Problem of Literalness in Deaf Students*, 425–426
Simultaneous Method, The, Garretson, 434
SPEECH AND HEARING
—programs by State Departments of Education, 168–169
—programs by State Departments of Health, 170–171
—programs by State Societies of National Society for Crippled Children and Adults, 172–173
—in clinics, in colleges and universities, in hospitals, privately operated, in schools for the deaf, in medical schools, 174–198
STATISTICS
—schools, *See January Annals*
STEVENSON, ELWOOD A.
—honored, 389

T

TEACHERS IN TRAINING
—Completing Course of Study in 1960, Centers Granting Degrees or Hours of Credit, 110–113
TEACHERS TRAINING CENTERS
—Centers Granting College Degrees or College Hours of Credit, 106–109
Telephone for Deaf and Hard of Hearing Children, A Beginning Experimental Program in the Use of the, Lloyd, 427–429
THESES
—*Doctors' Dissertations and Masters' Theses*, Padden, 95–103
THOMPSON, GEORGE H., 395
TULLY, NORMAN, 446

U

UCHIYAMA, FUSAS, 446
UNITED STATES
—Summary of schools and classes for the deaf, 158–159
Use of Pictures in Teaching the Young Deaf Child at Home, Gough, 442–445

V

VOCATIONAL EDUCATION
—in public residential schools, 90–93
—in public schools in Canada, 92–93
VORCE, ELEANOR R.
—*You, Your Child, and the Language Arts*, 437–441

W

WALTER, JEAN
—*A Century of Education of the Deaf in Australia*, 430
WATERS, FLORENCE A.
—*Review of Publications*, 79–88
WATSON, BARBARA
—*Communication Through Gestures*, 232–237
WATSON, THOMAS J., 394–395
WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH
—announcements, 1, 221
WILSON, CAIRINE MACKAY
—honored, 393
Workshop for Teaching Religion to the Deaf, 229
Workshop on Identification of Researchable Vocational Rehabilitation Problems of the Deaf, Quigley, 335–370

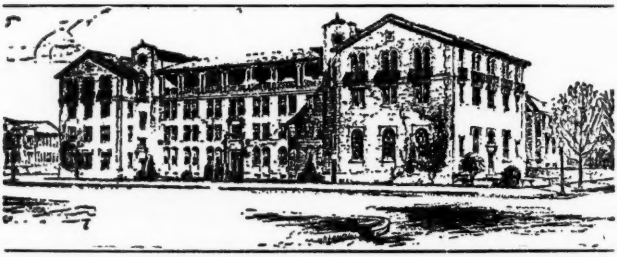
X

Y

You, Your Child, and the Language Arts, Vorce, 437–441

Z

THE Language Outline prepared by the members of the faculty at Central Institute for the Deaf, St. Louis, Mo., has been reprinted for the fifth time since it was originally published in the AMERICAN ANNALS OF THE DEAF in September, 1950. Copies may be obtained for fifty cents. Orders may be sent to the AMERICAN ANNALS OF THE DEAF, Gallaudet College, Washington 2, D. C.



Central Institute for the Deaf

FOUNDED BY DR. MAX A. GOLDSTEIN

ORAL SCHOOL for deaf children — Day and Residential — Preschool to High School.

SPEECH CORRECTION—Classes for children with aphasia and other defects of speech.

Modern dormitories and equipment

INSTRUCTION and CLINICS for hearing assessment, deafness prevention, auditory training, lipreading, speech defects, including aphasia, cleft palate, laryngectomy, stuttering, articulatory defects, voice disorders—children and adults.

TEACHERS COLLEGE—affiliated with Washington University—leads to B.S. and M.A. degrees and Ph.D. research degree—outstanding opportunities for practice.

MODERN LABORATORIES FOR RESEARCH IN SPEECH AND HEARING

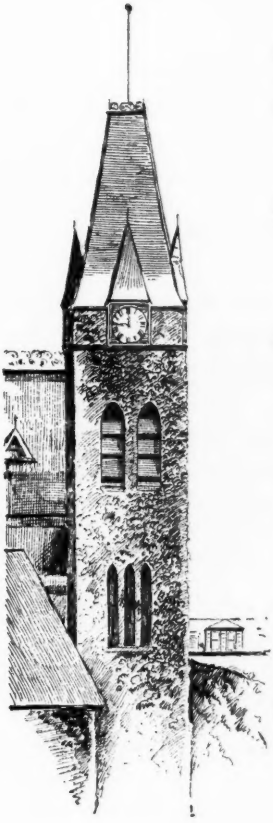
S. RICHARD SILVERMAN, Ph.D., Director

HELEN S. LANE, Ph.D., Principal

For further information address the Principal

818 S. KINGSHIGHWAY ST. LOUIS 10, MISSOURI

GALLAUDET COLLEGE



- For students whose loss of hearing makes it difficult for them to attend a college for students who can hear
- Four year course leading to the B.A. and B.S. degrees
- Two year course leading to the degrees of Associate in Arts or Associate in Applied Science
- Preparatory Department Last year in senior high school

GRADUATE DEPARTMENT OF EDUCATION

- For graduate students with normal hearing who are preparing to teach the deaf or to serve in administrative positions in schools for the deaf
  One year course or four summer sessions leading to the degree of Master of Science in Education
  One year course leading to the Professional Diploma in Administration and Supervision in Schools for the Deaf
- For counselors who wish a deeper understanding of the deaf and their problems
  Four-week orientation course

THE KENDALL SCHOOL

- Elementary and Secondary

HEARING AND SPEECH CENTER

- Preschool

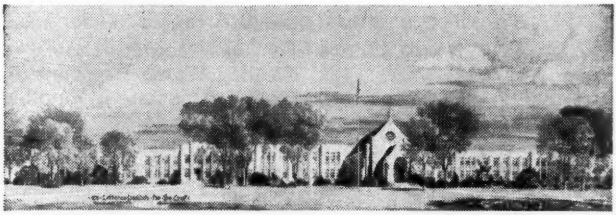
Accreditation

Gallaudet College is accredited by the Middle States Association of Colleges and Secondary Schools

For further information, write to The President, Gallaudet College, Washington 2, D. C.

Lutheran Institute for the Deaf

Founded 1873



A PROTESTANT ORAL HOME-SCHOOL FOR DEAF, HARD OF HEARING AND APHASIC-DEAF CHILDREN FROM THE AGE OF THREE— NURSERY THROUGH EIGHTH GRADE.

ALL BUILDINGS MODERN AND FIREPROOF, HAVING BEAUTIFUL HOME-LIKE APPOINTMENTS.

Twenty-Acre Campus within the City of Detroit with Wooded Park and Ample Playground Facilities.

SMALL CLASSES — QUALIFIED TEACHERS — MODERN METHODS, CLASSROOMS and APPLIANCES. Individual and Group Hearing Aids, Visual Aids and Television.

SWIMMING, TOBAGGANING, COMPETITIVE SPORTS WITH HEARING GROUPS, SCOUTING, and other recreational features.

Pupils enrolled from all parts of the U.S. and Canada. — NOT RESTRICTED TO LUTHERANS. — All parents desiring for their children a thorough elementary education together with Christian guidance in a home-like environment should write the Director for further information.

John A. Klein, Director, 6861 Nevada Ave., Detroit 34, Michigan

grason-stadler company

auditory training

The Model 280-A

A new instrument incorporating traditional Grason-Stadler quality construction and featuring compression amplification. It is designed to offer the utmost in simplicity of operation, portability and low cost. In addition to a monitor loudspeaker six outlets can be connected simultaneously, each with its own volume control.

---

grason-stadler company • 15 winthrop street • west concord • mass.

For Better
Hearing
Correction
at Age 5 or 50

See MAICO

World leader in
HEARING AID
Research and Development

Hearing Aids

Precision fitted to all types and degrees of hearing loss. Wide choice of styles at reasonable prices.

Audiometers

For research, hospitals, clinics, industry, schools, physicians.

Auditory Training Systems

Hi-fidelity systems for special education rooms. Provide complete flexibility of teaching for all age groups. Also individual desk models for school or home use.

MAICO Electronics, Inc.
Room 104A, 21 North 3rd Street
Minneapolis, Minnesota

1960

CATALOGUE OF PUBLICATIONS ON THE EDUCATION AND WELFARE OF THE DEAF

•

May be obtained free of charge

by writing to the

Editor

AMERICAN ANNALS OF THE DEAF

Gallaudet College

Washington 2, D. C.

Back Issues of the Annals Wanted

• • •

We have orders for back issues of the *American Annals of the Deaf* which we are unable to fill because the supply of some numbers has been exhausted. We need copies of the following back numbers. The *Annals* will pay the express charges to anyone sending in the following back issues, or any back issues.

• • •

October, 1847
All copies for 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1868, 1869
October, 1870
April, 1892
January, 1895
April, 1895
January, 1906
September, 1906
September, 1907
January, 1908
May, 1909
September, 1909
November, 1909
May, 1910
May, 1912
September, 1915
January, 1953
September, 1953
September, 1954
September, 1955
March, 1956
January, 1957
September, 1957
November, 1957
January, 1958
March, 1958
January, 1959
March, 1959
May, 1959
September, 1959
November, 1959

EB AUDITORY TRAINER

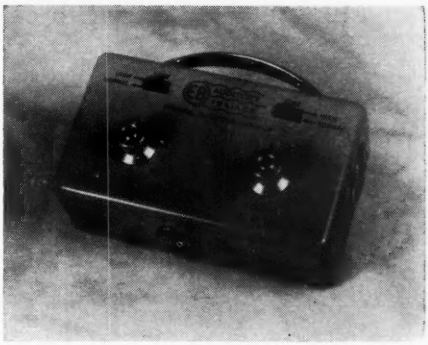
TWO CHANNEL DESK TYPE HEARING AMPLIFIER WITH DUAL TONE CONTROLS!

A portable true binaural all transistor amplifier engineered for the hard of hearing

This compact, low noise, high fidelity unit is composed of two separate amplifiers, each having its own microphone, volume control and two position tone control.

Maximum power output delivered with extremely low distortion.

Internal and external surface noise reduced to a minimum through advanced design and use of high quality components.



Especially designed for:

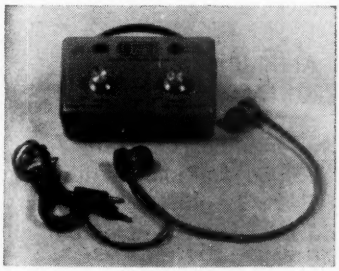
USE IN SCHOOLS—Auditory training

USE IN THE HOME—TV or radio listening or for normal conversation

USE IN THE OFFICE—Special telephone attachment available at slight extra cost

Features . . .

- Completely transistorized—rugged—stable.
- Battery operated—uses popular type leakproof mercury batteries (approximately one year reliable operation with normal use.)
- Tone Control: 2 position—
  NORMAL: For flat response.
  HIGH: For boost of frequencies above 1000 cps.
  Permits individual compensation for each ear.
- Extremely stable high gain, low noise amplifiers.
- Noiseless volume control.
- Fully guaranteed for period of one year.
- Weight: 1 lb. (without headset)
- Size: 2" x 3" x 5¼".



Model 31S

Basic amplifier with lightweight insert type earphones. Easily removable eartips can be replaced with earmolds.

FREQUENCEY RESPONSE:
100-6000 cps

POWER OUTPUT:
135 db above threshold
re .000z dynes/cm²

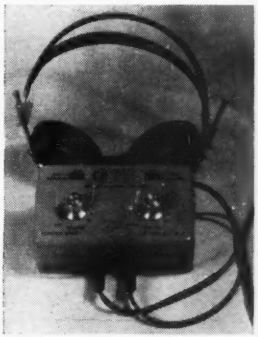
• • •

Both these models utilize same basic amplifier. Type of headset determines model number.

PRICES

Quantity	MODEL 31S	31HF
	each	each
1	$195	$205
2-4	175	185
5-9	165	175
10 & Over	150	160

• • •



Model 31HF

Basic amplifier with high fidelity dynamic earphones.

FREQUENCY RESPONSE:
100-8000 cps

POWER OUTPUT:
120 db above threshold
re .000z dynes/cm²

A Product of . . .

Eckstein Bros.

1907 BEVERLY BOULEVARD • LOS ANGELES 57, CALIFORNIA

Makers of Fine Auditory Equipment

ambco Binaural and Monaural Portable Hearing Amplifiers

FOR TESTING AND TRAINING THE AURALLY HANDICAPPED

- **Fully Transistorized**
- **Lightweight — Compact**

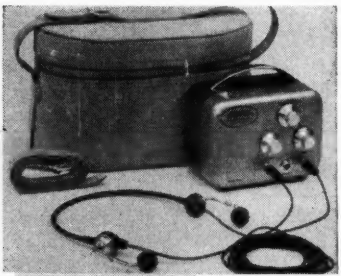
Ambco Binaural and Monaural amplifiers assure "balanced" output, less distortion, greater fidelity, "Lifetime" construction and economical operation.

This compact, Auditory Trainer Model 900 is battery operated and needs no master amplifier unit. Send for free literature.

TTB

(TRANSISTOR TRUE BINAURAL)

This binaural transistor trainer is especially suitable for integrated classroom auditory training. Teacher speaks in normal tone. Unit has two amplifiers, two microphones, two volume controls and choice of two earphones on double headband.



▲ Model 951-B Ambco "HAT" with Featherweight Headset.
◀ Alternate 951-C Standard Headset

HAT

(HEARING AMPLIFIER TRANSISTORIZED)

This monaural amplifier is a fully transistorized desk type, portable hearing aid. Each unit contains a built-in microphone with individually controlled output to each ear, fed from separate volume controls. The tone control offers a choice of bass or treble operation.

Mail coupon today.

AMBCO, INC.
1222 W. Washington Blvd., Los Angeles 7, Calif.

Please send free literature on _____

NAME _____

ADDRESS _____

CITY _____ ZONE ____ STATE ____

C

ambco, inc.
QUALITY AUDITORY EQUIPMENT
1222 West Washington Blvd. Los Angeles 7, Calif.

INFORMATION

for

Prospective Teachers of the Deaf

for

- SCHOOLS FOR THE DEAF
- CLASSES FOR THE DEAF
- SPEECH AND HEARING CLINICS
- REHABILITATION FACILITIES FOR THE DEAF

in the United States
and Canada

Price 10 cents

Order from

AMERICAN ANNALS OF THE DEAF
Gallaudet College
Washington 2, D. C.

Membership

THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

Information concerning membership in the Convention of American Instructors of the Deaf may be obtained from the Treasurer of the Convention, Thomas Dillon, New Mexico School for the Deaf, Santa Fe, New Mexico. Annual membership dues are $2.00. All teachers of the deaf in the United States and Canada are eligible for membership. Members of the Convention receive a copy of the printed *Proceedings* of the Convention of American Instructors of the Deaf. Those desiring subscriptions to the *American Annals of the Deaf* should write to the Editor, Gallaudet College, Washington 2, D. C. The yearly subscription rate is $5.00.

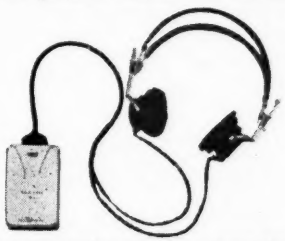
NEW! WARREN "WALK AWAY" — W-1

FREE FIELD AUDITORY TRAINING UNIT

The New Warren W-1 is a marvel of engineering, developed and perfected by audio specialists with years of experience in the auditory training field.

The W-1 offers completely new standards of HIGH POWER OUTPUT with EXTREMELY LOW DISTORTION. PENETRATION, DENSITY and CONFIGURATION OF SPEECH is unparalleled in a wearable auditory training unit. The student using a W-1 naturally developes a high degree of RETENTION.

The Warren W-1 actually contains THREE SEPARATE MODES OF OPERATION — Either of which can be selected at the flip of a switch. In one switch position the student is automatically "tuned in" to the FREE FIELD MAGNETIC LOOP CHANNEL of his particular classroom. A second switch position shifts the W-1 over to a second MAGNETIC LOOP CHANNEL such as might be used in an auditorium, assembly hall or other group meeting place. In the third position, the W-1 operates as an independent unit for personal instruction of the student



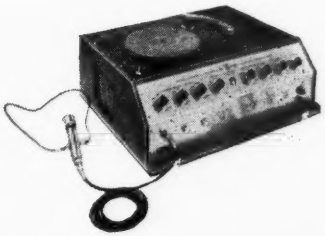
through its regular microphone input channel. Used in this manner, the W-1 provides a natural transition to the student's later use of a regular type hearing aid.

The Warren W-1 uses FIVE TRANSISTORS in a revolutionary new stabilized, low distortion circuit and is easily capable of driving a pair of miniature receivers to their full undistorted output.

A specially designed LINEAR VOLUME CONTROL adjusts the output level smoothly, with NO PEAKS—NO SURGES—and NO INTERNAL NOISE. The W-1 is powered by self-contained, long life MERCURY CELLS of a STANDARD TYPE, easily replaced when exhausted.

Provisions are made for use of either SPECIAL MINIATURE RECEIVERS when the W-1 is used outside the classroom—or WARREN DYNAMIC HEADPHONES when used in the auditory training classroom.

THE NEW WARREN "FREE FIELD" MAGNETIC AUDITORY TRAINING SYSTEM



The engineers who first made AUDITORY TRAINING OF THE DEAF a perfected reality with the development of GATED COMPRESSION AMPLIFICATION, have now expanded that system for use with the new MODEL W-1 WEARABLE AUDITORY TRAINING UNIT.

Now — The student is completely freed of his desk, of interconnecting cables, control boxes, etc. He can literally "WALK AWAY" to any part of the classroom without missing a single syllable of the training program. THE WARREN MODEL W-1 with either miniature receivers or WARREN DYNAMIC HEADPHONES plugged-in, is the only equipment the student needs.

The rest of the system consists of the well known WARREN MODEL T-2 GATED COMPRESSION AMPLIFIER, to which is added a NEW MODEL CL-1 CHANALATOR. This combination feeds a MAGNETIC LOOP in the classroom thus enabling ANY NUMBER OF STUDENTS to receive the training program. Any number of classrooms can be set up with no interference from adjacent classroom channels.

The MODEL W-1 also has switch positions for a common channel such as an auditorium, gymnasium or other group meeting place.

The new WARREN "FREE FIELD" MAGNETIC AUDITORY TRAINING SYSTEM has revolutionized the field because it's many advantages MAKE THE TEACHING JOB EASIER — THE LEARNING FASTER. We will gladly acquaint you with full details on this "YEARS AHEAD" equipment.

Jay L. Warren, inc.

Medical Electronics Designed for Better Hearing

1247-49 W. BELMONT AVE. • CHICAGO 13, ILL.

CAMP LAUGHTON

Grahamsville, New York

Summer Camping for the Deaf and Hard of Hearing Child

Boating on our private lake

Camp Laughton is dedicated to the physical development and personality growth of each camper. Emphasis is placed on training to work and play successfully with others. Small groups directed by trained personnel provide each child with the opportunity to acquire unique experiences as a basis for language and speech growth.

Offering:

Speech, Lipreading and Auricular training
All athletic activities
Private lake and swimming pool
Individual swimming instruction
Cultural and social program
Dancing, Dramatics
Campcraft, Hiking, Cookouts

* ★ *

For information please write:

CAMP LAUGHTON

2264 CRESTON AVENUE, NEW YORK 53, N. Y.

EB AUDIOMETER

ALL TRANSISTOR - PORTABLE

Model 200

FOR THRESHOLD & SCREENING TESTS

An instrument engineered for those who have need for a compact and lightweight audiometer designed according to ASA specifications.

A highly compact all transistor basic audiometer designed for use in the field or office, combining ease of portability with all of the features and reliable performance expected in a full size audiometer.

Incorporated within this audiometer are many advanced features including an all transistor circuit. The audiometer itself is housed within a professional and attractive carrying case of which it is an integral part.

TROUBLE FREE AND STABLE OPERATION IS ASSURED BY SUCH DESIGN FACTORS AS THE FOLLOWING:

Virtually shockproof and rugged circuitry achievable only with transistors permitting constant output levels and accuracy of attenuator settings at all times.

Inherently stable oscillator circuit producing unusually pure tones with low harmonic content.

An efficient rapid acting tone interrupter which provides for tones which are free of clicks.

Unique storage compartment which allows easy removal and replacement of double headset.

An automatic battery replacement indicator light which gives advance warning at least two weeks before batteries need to be replaced.

OVERALL FEATURES:

Full range attenuator: accurate at all levels and quiet in operation.

Full range frequency switch has 360° dial rotation.

Tone interrupter reversal switch.

No A.C. electrical connections needed; powered with low cost standard leak proof mercury batteries assuring over one year of heavy duty operation before battery replacement is required.

Batteries may be easily replaced (no need for even a screwdriver!)

Output to 2 phones and group.

Group position permits multiple testing up to a maximum of 40 phones.

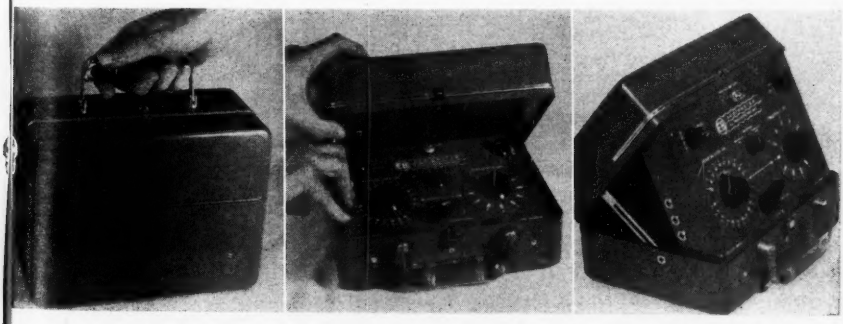
Extremely low maintenance cost (Rugged and shockproof transistor circuit eliminates need for costly repairs).

All aluminum case attractively finished.

Complete with two approved type dynamic phones, headband, cords and batteries.

SPECIFICATIONS:

Attenuator Range:—10 to 100 db in 5 db steps.
Frequency Range: Eleven frequencies; 125-8000 CPS. including mid-frequencies.
Power Source: Popular type mercury batteries.
Frequency Accuracy: Within 3% of specified frequency.
Calibration Accuracy: Within 2 db of indicated levels.
Tone Interrupter: Total rise and decay time; approx. 0.1 sec.
Dimensions: 7 x 9¼" x 4¼" (when closed).
Weight: 5 lbs. complete.
Designed according to ASA specifications.
Price: $285.00 complete with double headset.



A Product of . . . *Eckstein Bros.*

1907 BEVERLY BOULEVARD • LOS ANGELES 57, CALIFORNIA

Makers of Fine Auditory Equipment

Est. 1875

THE CENTRAL NEW YORK SCHOOL FOR THE DEAF

ROME 1, NEW YORK

Oral education for the deaf: Residential and Day School—co-ed, ages 3–20, Nursery, Kindergarten, Grades I–VIII, High School 1–4, Academic-Vocational. 70 Boys, 60 Girls. This Public-Private School provides speech and speech reading and auricular program, combining residential-day school and home environment plus religious emphasis program, to develop deaf pupils to become "all He or She is Capable of Being."

Free State Appointment Scholarships to Residents

Out of State Room, Board and Tuition $3,000 per Year

The Central New York School for the Deaf, as its name implies, is located in the very heart of New York State. It is situated in the City of Rome—"The Christmas City," "The Copper City," "Winter Wonderland," and a place where "there is time for living."

The program for the School is oral. The children are well behaved, normal, intelligent and the atmosphere of the school is friendly and home-like.

We also take this means of acquainting teachers of the deaf with our salary schedule, of which we are proud and, candidly, we hope that some more good teachers in the profession may decide they would like to come to Rome and teach at THE CENTRAL NEW YORK SCHOOL FOR THE DEAF, as vacancies occur and teachers retire.

SALARY SCHEDULE

	B.A. Schedule	M.A. Schedule
1.	$4900	$5200
2.	5000	5300
3.	5100	5400
4.	5300	5600
5.	5500	5800
6.	5800	6100
7.	6000	6300
8.	6200	6500

M.A. Schedule Maximum..... $7600

B.A. Schedule Maximum..... $7200

All increments beyond step eight are on merit basis—promotional.

In addition noon luncheon is furnished.

PRIOR TEACHING EXPERIENCE MAY BE FULLY RECOGNIZED

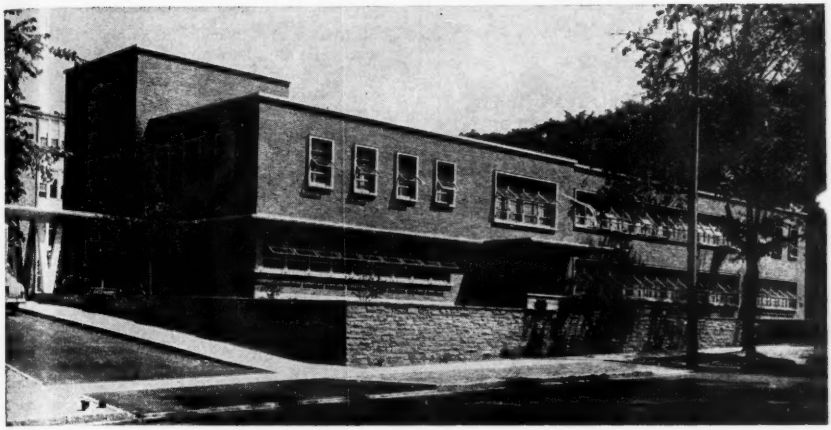
The American Flag was first flown in the face of an enemy on August 3, 1777, at the siege of Fort Stanwix, Rome, New York. (Information service of the Rome, N. Y., Chamber of Commerce.)

For further information, please write:

Fred L. Sparks, Jr., Superintendent

THE CENTRAL NEW YORK SCHOOL FOR THE DEAF

Rome 1, New York



SYRACUSE UNIVERSITY

announces the opening of its Summer Residence School for 1961.

THE SCHOOL IS FOR

hard of hearing and deaf children. They are provided with a rehabilitation program including auditory training, lipreading, speech and language activities, and, where desirable, the selection and evaluation of hearing aids.

children with articulatory difficulties. These children are given training to correct distorted, substituted and omitted sounds.

children who stutter. Their training helps them speak with less effort and strain, and aids them in making the necessary emotional adjustments toward speech experiences.

children with cleft-palate speech. Instruction is given to improve their voice quality, and to make their pronunciation more distinct and intelligible.

COST OF THE SCHOOL

for the full term is $375.00 per child. This amount includes instruction, testing and continuous diagnosis, health services, recreation, supervision, and board and room. Bed linen and blankets are furnished by the School. Towels, clothing and personal laundry are provided by the child. Spending money should be limited to $10.00 for the entire period. It should cover all incidental expenses and is supervised by the Staff in the interest of health and general morale.

FOR INFORMATION, WRITE TO

DR. LOUIS M. DiCARLO, *Executive Director*
Syracuse University
Gordon D. Hoople Hearing and Speech Center
805 South Crouse Avenue
Syracuse 10, New York

Now !

CATHOLIC RELIGION TEXTS FOR EXCEPTIONAL CHILDREN

Written for children with language limitations — the deaf and retarded — by experts in education of the deaf, the four graded texts in this series are now available to meet a nationwide demand. Many teachers are even using them in regular primary classes. Simple language, work sheets, pages to color and cut out, teacher's guide, durably bound. Set of four, $6; single copies, $1.50.

10% discount on orders for 24 or more copies.

COME AND SEE

(Vols. I, II, III, and IV)

by Marian C. Quinn

Illustrated by Sister M. Syra, O.S.F.

Order from

Department of Special Services
126 N. Desplaines St.
Chicago 6, Illinois

IMMEDIATE NEED teacher of the deaf; Rome, New York; teacher of speech in high school department; duties include speech and language development, speech reading and auditory training; work in coordination with speech and hearing therapist; $5,000—$7,200, depending on training and experience; 10 mos., B.A., M. or F; age open; immed.; Fred L. Sparks. Jr., Superintendent, The Central New York School for the Deaf, Rome 1, N. Y.

Teacher of Math, Junior High School and High School, Central N. Y. School for the Deaf, Rome 1, N. Y. Open September 1960.

WANTED IN SEPTEMBER supervising teacher: The Central N. Y. School for the Deaf, Rome 1, New York. Salary open. Please contact Fred L. Sparks, Jr., Superintendent. Position vacant.

OTO-, RHINO-, LARYNGOLOGY

A comprehensive monthly abstracting publication of Excerpta Medica covering the world's medical literature in the widest sense. The material relating to the ear is classified under: Ear (external, middle ear, labyrinth capsule, internal ear); neurology in relation to oto-rhino-laryngology; hearing; hearing tests; hearing aids; audiometry; electro-acoustics; deafness; education of the deaf; social aspects; intracranial complications; endoscopy; allergy.

430 pages, containing approximately 2300 abstracts a year

PRICE: $15.00 a year

EXCERPTA MEDICA FOUNDATION
NEW YORK ACADEMY OF MEDICINE BUILDING,
2 East 103rd Street, New York 29, N. Y.

AUSTINE SCHOOL installs
MELODY MASTER*
The IDEAL Auditory Training Equipment

The modern and more efficient classroom at The Austine School, Brattleboro, Vt. The TALKING RAIL by MELODY MASTER*, combines the advantages of Individual Microphones; clear, distinct and NATURAL sound, plus comfortable listening with PERMADYNE Dynamic Headphones with full binaural adjustment.

EQUIP YOUR NEXT CLASSROOM

like this one to conserve space, in addition to helping you speed speech and language training to a degree you never thought possible a few years ago. Comes complete with all wiring in the TALKING RAIL for long trouble-free performance.

The name MELODY MASTER* is your assurance of top engineering, research and painstaking skill in fabrication of every item required for better speech, better language and better academic training.

There is a unit designed for use in home or any size class in school.

Write for new booklet "Auditory Training Develops the Habit of Hearing."

MELODY MASTER* MANUFACTURING COMPANY
2149-51 WEST ROSCOE STREET • CHICAGO 18, ILLINOIS

* Reg. U. S. Patent Office

READY NOW! Catalog sheet describing PERMADYNE Extended Range Moving Coil Dynamic Headphones.

WISCONSIN SCHOOL uses seven rooms

MELODY MASTER*

The IDEAL Auditory Training Equipment

The WISCONSIN School for the Deaf at Delavan, Wis., uses seven rooms of MELODY MASTER* to speed speech, language and academic training.

With MELODY MASTER*, the IDEAL Auditory Training Equipment, it is easier for student and teacher because the sound is clear, distinct and NATURAL—makes every recitation a pleasure thus speeding results.

This is the class of Mrs. Lucille (Neesam) Taylor enjoying a "family circle" recitation. They are seated in front of a well made circular table (built in the manual training shop). Note the Crystal Ball mike the teacher is wearing. Light in weight and no clothing noise.

Also in use, the latest development by MELODY MASTER*—the PERMADYNE Extended Range Dynamic Headphones with a wider, flatter frequency response and much greater power handling ability. (Write for catalog page.)

Be sure to write for the new booklet "Auditory Training Develops the Habit of Hearing."

MELODY MASTER* MANUFACTURING COMPANY

2149-51 WEST ROSCOE STREET • CHICAGO 18, ILLINOIS

* Reg. U. S. Patent Office

The 40th Regular Meeting

of the

AMERICAN INSTRUCTORS OF THE DEAF

will be held at the

Oregon School for the Deaf

Salem, Oregon

June 25-30, 1961

●

Plan to Spend Your Vacation

in the Great Pacific Northwest

●

Requests for reservations should be made to

MARVIN B. CLATTERBUCK, Supt.

Oregon School for the Deaf

999 Locust St., N.E.

SALEM, OREGON

ZENITH

offers your patients unparalleled Hearing Aid appearance and performance...

with the **GOLD SEAL MEDALLION**

with the **GOLD SEAL EXTENDED RANGE**

If cosmetic effect is important to your patient – the Gold Seal Medallion may best meet his need. Smartly styled, it combines the striking beauty and slenderness of modern eyeglasses with superb performance. The Medallion is *one third smaller* than the previous Zenith model—yet it is brilliantly engineered to offer all the advantages of famous Zenith "Living Sound" quality!

If superior performance is important to your patient – the Gold Seal Extended Range is especially engineered for him. With a response range that is almost *twice as broad* as the former Zenith conventional transistor hearing aid, the Extended Range gives remarkable reception. It has virtually eliminated background noises and distortion. In actual Zenith tests, it has proven its ability to improve the hearing of 9 out of 10 hearing aid users!

For fabulous performance, for inconspicuous beauty, these two examples of Zenith progress demonstrate again the leadership that Zenith alone enjoys.

Write for all the facts—plus free cardboard "cut-out" model of the beautiful Medallion.

ZENITH
"LIVING SOUND"
HEARING AIDS

Hearing Aid Division, Zenith Radio Corp., Dept. 54Y
6501 W. Grand Ave., Chicago 35, Illinois

Please send me complete descriptive information on the Extended Range and Medallion, plus free "cut-out" model of the Medallion.

NAME

ADDRESS

CITY ZONE STATE

PRIMARY–INTERMEDIATE–ADVANCED

THE CALIFORNIA SCHOOL FOR THE DEAF, BERKELEY is located in the beautiful East Bay Area just across the bay from San Francisco and within four blocks of the University of California. Facilities are new and modern; located in an attractive residential neighborhood with room and apartment facilities available in the nearby areas.

Retirement, sick-leave, group insurance, and similar job benefits are maximum. Salary Scale: $5,496.00 to $8,940.00 per year. Initial salary may range from $5,772.00 to $7,728.00 per year depending upon education, training and experience.

School Year—175 days; school teaching day—5 hours.

Address applications to:

HUGO F. SCHUNHOFF, SUPERINTENDENT
CALIFORNIA SCHOOL FOR THE DEAF
2601 Warring Street Berkeley 5, California

Plans for refinement and expansion of services, beginning with the 1961-62 School Year, will necessitate additions to the staff of The Pennsylvania School for the Deaf.

Applications from qualified, experienced persons in the areas of administration and supervision are invited. Interested persons should write, giving complete educational background and experience, to:

JOHN G. NACE, HEADMASTER
THE PENNSYLVANIA SCHOOL FOR THE DEAF
7500 Germantown Avenue
Philadelphia 19, Pa.

TEACHERS OF THE DEAF

We have vacancies at the junior high school level. Salaries range from $5091 to $9500.

Address inquiries to

MR. ROBERT N. HANSEN, DIRECTOR OF PERSONNEL

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

1619 N Street, Sacramento 10, California

Copies of the September, 1959, issue of The American Annals of the Deaf are urgently needed in the office of the Annals. Postage will be refunded.

Please send copies to **The Editor,**

AMERICAN ANNALS OF THE DEAF,

Gallaudet College, Washington 2, D. C.

Conference of Executives of American Schools for the Deaf

Founded 1868

STANDING COMMITTEES

PARENT EDUCATION

Charles D. O'Connor, *Chairman* .... Lexington School for the Deaf, New York, N. Y.
Edmund B. Boatner ..... American School for the Deaf, West Hartford, Conn.
Sarah Craig ..... Western Pennsylvania School for the Deaf, Pittsburgh, Pa.
Ingrid E. Galloway ..... Rochester School for the Deaf, Rochester, N. Y.
Percival T. Phillips ..... Gallaudet College, Washington, D. C.
Hugh J. Schumhoff ..... California School for the Deaf, Berkeley, Calif.
Editor and Associate Editor, *American Annals of the Deaf*

AMERICAN ANNALS OF THE DEAF

Edmund B. Boatner, *Chairman* .. American School for the Deaf, West Hartford, Conn.
Edward R. Abernathy ..... Ohio School for the Deaf, Columbus, Ohio
W. Lloyd Graunke ..... Tennessee School for the Deaf, Knoxville, Tenn.
Bessie Hofmeyer ..... North Carolina School for the Deaf, Morganton, N. C.
Hugh J. Schumhoff ..... California School for the Deaf, Berkeley, Calif.
Jessie Shumpaugh ..... Virginia School for the Deaf, Staunton, Va.

William J. McClure, *President* ..... Conference of Executives of American Schools for the Deaf, Indiana School for the Deaf, Indianapolis, Ind.
Richard G. Brill, *President* ..... American Instructors of the Deaf, California School for the Deaf, Riverside, Calif.
Editor and Associate Editor, *American Annals of the Deaf*

Editorial Staff 1847-1960

EDITORS

Laurent Clerc, M.A. 1847–1854
Samuel Porter, M.A. 1855–1861
Lewis Weld Pratt, M.A. 1868–1870
Edward Allen Fay, Ph.D., Sc.D., LL.D. 1870–1920
Irving S. Fusfeld, M.A. 1920–1943
Ignacius Bjorlee, M.A., LL.D., L.H.D. 1943–1944
Leonard M. Elstad, M.A., LL.D. 1945–1948
Peoria Vess Doctor, Ph.D. 1948–

ASSOCIATE EDITORS

Leonard M. Elstad, M.A., LL.D. 1948–1956
William C. Stokoe, Jr., Ph.D. 1956–1957
D. Robert Frisina, Ph.D. 1959–

ASSISTANT EDITORS

Adam Dingwall Fay, M.A. 1914
Irving S. Fusfeld, M.A. 1917–1918
Peoria Vess Doctor, Ph.D. 1940–1948
Elizabeth Peet, M.A., Ped.D. 1942–1945

The Conference of Executives of American Schools for the Deaf

FOUNDED 1868

STANDING COMMITTEES

EDUCATIONAL RESEARCH

Edgar L. Lowell, *Chairman* ..... John Tracy Clinic, Los Angeles, Calif.
Edward R. Abernathy ..... Ohio School for the Deaf, Columbus, O.
Richard G. Brill ..... California School for the Deaf, Riverside, Calif.
D. Robert Frisina ..... Gallaudet College, Washington, D. C.
June Miller ..... University of Kansas Medical Center, Kansas City, Kansas

LEGISLATION

George T. Pratt, *Chairman* ..... Clarke School for the Deaf, Northampton, Mass.
Robert S. Brown ..... Mississippi School for the Deaf, Jackson, Miss.
Leonard M. Elstad ..... Gallaudet College, Washington, D. C.
Marshall S. Hester ..... New Mexico School for the Deaf, Santa Fe, N. Mex.
Lloyd A. Harrison ..... Missouri School for the Deaf, Fulton, Mo.
Evelyn Stahlem ..... Bennett School, Los Angeles, Calif.

PROGRAM

Hugo Schunhoff, *Chairman* ..... California School for the Deaf, Berkeley, Calif.
Sam B. Craig ..... Western Pennsylvania School for the Deaf, Pittsburgh, Pa.
John F. Grace ..... Texas School for the Deaf, Austin, Tex.
Stanley D. Roth ..... Kansas School for the Deaf, Olathe, Kansas
Lewis B. Wahl ..... Gallaudet Day School, St. Louis, Mo.

PUBLIC RELATIONS

Lloyd A. Ambrosen, *Chairman* ..... Maryland School for the Deaf, Frederick, Md.
Nathan P. Harris ..... Horace Mann School, Roxbury, Mass.
Kenneth F. Huff ..... Wisconsin School for the Deaf, Delavan, Wis.
Robert Tegeder ..... Utah School for the Deaf, Ogden, Utah
Joseph Shinpaugh ..... Virginia School for the Deaf, Staunton, Va.

RESOLUTIONS

Joseph G. Demesa, *Chairman* ..... Ontario School for the Deaf, Belleville, Ont., Canada
Virgil W. Epperson ..... Washington School for the Deaf, Vancouver, Wash.
John A. Klein ..... Lutheran School for the Deaf, Detroit, Mich.
Edward W. Reay ..... Idaho School for the Deaf, Gooding, Idaho

STATISTICS

Edward W. Tillinghast, *Chairman* ..... Arizona School for the Deaf, Tucson, Ariz.
William Bragner ..... Beverly School for the Deaf, Beverly, Mass.
W. Lloyd Graunke ..... Tennessee School for the Deaf, Knoxville, Tenn.
Charles B. Grow ..... Kentucky School for the Deaf, Danville, Ky.
Arthur S. Myklebust ..... South Dakota School for the Deaf, Sioux Falls, S. D.

TEACHER TRAINING AND CERTIFICATION

Howard M. Quigley, *Chairman* ..... Minnesota School for the Deaf, Faribault, Minn.
George T. Pratt ..... Clarke School for the Deaf, Northampton, Mass.
Roy G. Parks ..... Arkansas School for the Deaf, Little Rock, Ark.
Richard G. Brill ..... California School for the Deaf, Riverside, Calif.
Irving S. Fusfeld ..... California School for the Deaf, Berkeley, Calif.
John F. Grace ..... Texas School for the Deaf, Austin, Tex.
Hugo F. Schunhoff ..... California School for the Deaf, Berkeley, Calif.
Ben E. Hoffmeyer ..... North Carolina School for the Deaf, Morganton, N. C.

*46 2699 D